ERIC Document Resume | See Instruction Sheet | DATE OF RESUME 8/3/65 | DATE RECEIVED 7/26/65

A. PUBLICATION DATA

1. ERIC NUMBER: ED001397

2. ORIGINATOR CONTROL NO(S).: N.A.

3. IDENTIFICATION NO.: N.A.

4. AUTHOR(S): Teachers College, Columbia University

5. TITLE OF DOCUMENT ABSTRACTED: Materials on Rehabilitation

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN

ORG. Dept. of Special Education, Teacher's College, Columbia University

ST.

CITY, STATE New York, New York

TELE. EXT.

INST/LOC CODE

9. PUBLISHER OR SOURCE: S.A.O.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	N.A.	90

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT

PROPOSAL ☐

IN-PROGRESS ☐

FINAL ☒

FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR

16. INDEXING TERMS (6-12)

special education

resource materials

community concerns

personality factors

vocational rehabilitation

mentally retarded

work experience programs

pre-vocational training

reading skills

sheltered workshops

vocational adjustment

job vocabularies

vocational evaluation

vocational guidance

vocational training

curriculum development

in-service workshops

curriculum experience

17. ABSTRACT (MAX. 250 WORDS)

A bibliography on mental retardation is one of several materials compiled as aid for persons concerned with rehabilitation. The 248 publications included in the list relate rehabilitation readings to special education and are grouped among the following general headings: community concerns, institutions, personality factors, pre-vocational training, school subject areas, school work experience programs, sheltered workshops, vocational adjustment, vocational guidance, and vocational evaluation.

A list of specialized job vocabularies, a compilation of poems and rhymes, and a list of common words and expressions found on everyday signs are among the special materials which are presented to help in developing reading and other language skills. Resource materials for use in a pre-vocational program for the educable mentally retarded are listed with comments made by evaluating teachers. In the absence of a psychological dictionary, a list of terms and their definitions is presented for teachers who may be required to read psychological reports but who may be unfamiliar with the terminology employed. Other special rehabilitation materials included in the guide are: a rehabilitation program check list, discussion material on rehabilitation teams, general rehabilitation resources and their locations, a questionnaire on the philosophy of rehabilitation, and a sample program from an in-service workshop.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

2

ERIC Form 1

MATERIALS ON REHABILITATION--

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

ED001397

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

000320
c.1

The bibliography on Mental Retardation is one of several bibliographies to be prepared as part of the project. A bibliography on the physically handicapped is in the process of being compiled. All of the bibliographies relate rehabilitation readings to special education. Copies of these bibliographies have been made available to professors in the Department of Special Education and other departments at Teachers College.

Department of Special Education
Teachers College, Columbia University
New York City, New York

Experimental Teaching Program*
"Rehabilitation Content in Special Education"

BIBLIOGRAPHY

The Habilitation of the Mentally Retarded

The following is a selected list of publications written on various aspects of special education and vocational rehabilitation for the mentally retarded. Selections are made on the basis of their pertinence to the topic, their timeliness, and their emphasis on original research or ideas. Few of the selections are dated before 1950. Exceptions are the follow-up studies and several articles of particular research or historical interest.

A few selections pertinent to programs for non-retardates are included under the heading "related readings". These selections are simply a reminder to the reader that there is a great wealth of helpful material in the literature on vocations, high school curriculum practices, vocational education, the rehabilitation of the physically handicapped, and similar topics.

The subject headings used in this bibliography are designed to give broad coverage to individual topics. However, the content of some selections is such that it relates to two or more topics. Consequently, the reader is urged to consult all subject headings which would seem to relate to his area of interest.

COMMUNITY CONCERNS

1. Belinkoff, C. "Community Attitudes Toward Mental Retardation", American Journal of Mental Deficiency. 65: 221, 1960.

2. Cohen, J.S. "Employers' Attitudes Toward Hiring Mentally Retarded Individuals", American Journal of Mental Deficiency. 67: 105, 1963

3. Curson, W.M. "Industrial Training Centres for the Mentally Subnormal Adult in the Community", Monthly Bulletin of the Ministry of Health and the Public Health Laboratory Service. 19: 214, 1960.

4. Deno, E. "Community Coordinated Effort in Vocational Training for the Retarded", Exceptional Children. 37: 166, 1960

---

* This project is made possible by Training Grant No. 482-T-65 from the Vocational Rehabilitation Administration, Department of Health, Education and Welfare.

Community Concerns (Continued)

5. Ecob, K.G. The Retarded Child in the Community: Practical Suggestions for Community Care. New York: New York Society for Mental Health, 1955.

6. Selling, L.S. "The Use of Community Resources in a Small Community to Aid the Future Adjustment of Mentally Deficient Cases", American Journal of Mental Deficiency. 54: 101, 1949.

7. Tobias, J. Training for Independent Living (A Community Program for Severely Retarded Adults). New York: Association for the Help of Retarded Children, 1963.

FOLLOW-UP STUDIES AND RELATED ARTICLES

8. Abel, T.M. "A Study of a Group of Subnormal Girls Successfully Adjusted in Industry and in the Community", American Journal of Mental Deficiency. 45: 66, 1940.

9. Baller, W.R. "A Study of the Present Social Status of a Group of Adults Who, When They were in Elementary Schools, were Classified as Mentally Deficient", Genetic Psychology Monographs. 18: No.3, 1936.

10. Bijou, S.W., Ainsworth, M.H., and Stockey, M.R. "The Social Adjustment of Mentally Retarded Girls Paroled from the Wayne County Training School", American Journal of Mental Deficiency. 47:422, 1943.

11. Bobroff, A. "Economic Adjustment of 121 Adults, Formerly Students in Classes for Mental Retardates", American Journal of Mental Deficiency. 60:525, 1956.

12. Bruno, A.A. "A Study of 106 Older Mentally Handicapped Boys and Girls", Special Education Review. 9:1, 1952.

13. Carriker, W.R. "A Comparison of Post School Adjustment of Regular and Special Class Retarded Individuals Served in Lincoln and Omaha, Nebraska Public Schools". Nebraska State Department of Education, 1957 (SAE - 6445).

14. Cavagna, C. "Follow-up on Mentally Handicapped Youths, Discharged from the Medico-paedogogical Institute of Morocco (Venice)", Ospedale Psichiatrico, 16, 157, 1949.

15. Charles, D.C. "Ability and Accomplishment of Persons Earlier Judged Mentally Deficient", Genetic Psychology Monographs. 47:3, 1953.

16. Charles, D.C. "Adult Adjustment of Some Deficient American Children - II", American Journal of Mental Deficiency. 62:300, 1957.

17. Collman, R.D. and Newlyn, D. "Employment Success of Mentally Dull and Intellectually Normal Ex-pupils in England", American Journal of Mental Deficiency. 61:484, 1957.

18. Dalp, A. and Lorenx, M. "Follow-up of 84 Public School Special Class Pupils with IQ's Below 50", American Journal of Mental Deficiency. 58:175, 1953.

Follow-up Studies (Continued)

19. DeProspo, C.J., Rosenzweig, E., and Shainman, L. "A Follow-up Program for the Mentally Retarded", American Journal of Mental Deficiency. 53:353, 1948.

20. Dinger, J.C. "Post-school Adjustment of Former Educable Retarded Pupils", Exceptional Children. 27:353, 1961.

21. Dunnan, D.W. "What Happens to Special Class Pupils?" American School Board Journal. 125:20, 1952.

22. Fairbanks, R.E. "The Subnormal Child Seventeen Years After", Mental Hygiene. 27:177, 1933.

23. Fernald, W.E. "After-care Study of the Patients Discharged from Waverly from a Period of 25 Years", Ungraded. 5:25, 1919.

24. Harold, E.C. "Employment of Patients Discharged from the St. Louis State Training School", American Journal of Mental Deficiency. 60:397, 1955.

25. Jeffrey, Mrs. A. "A Follow-up Study on the Re-establishment of Mentally Defective Girls in Domestic Science in an Urban Centre Under Colony House Supervision", American Journal of Mental Deficiency. 48:96, 1943.

26. Jensen, E.S. "Later Adjustment to Society of Borderline Patients Discharged from Institutions". Ugeskrift for Laeger. Kobenhavn: 117:1489, 1955.

27. Jewell, A. "A Follow-up Study of 190 Mentally Deficient Children Excluded Because of Low Mentality from the Public Schools of the District of Columbia", Divisions X-IX, American Journal of Mental Deficiency. 45:413, 1941.

28. Johnson, B.S. "A Study of Cases Discharged from the Laconia State School from July 1, 1924 to July 1, 1934", American Journal of Mental Deficiency. 50:437, 1946.

29. Kennedy, R.J. "The Social Adjustment of Morons in a Connecticut City", Hartford: Social Service Department, 1948 (VRA-RD 655).

30. Kinder, E.F., Chase A., and Buck, E. "Date Secured During a Follow-up Study of Girls Discharged from Supervised Parole from Letchworth Village", American Journal of Mental Deficiency. 45:572, 1941.

31. McIntosh, W.J. "Follow-up Study of 1,000 Non-academic Boys", Journal of Exceptional Children. 15:166, 1949.

32. MacMillan, M.B. "Adjustment of Process: A Neglected Feature of Follow-up Studies of Retarded People", American Journal of Mental Deficiency. 67:418, 1962.

33. Magnifico, L.X. and Doll, E.E. "Out of School and Self-supporting", Overview. 3:32, 1962.

34. Maxted, G.W. "Following Up E.S.N. School Leavers", Special School Journal. 45:13, 1956.

Follow-up Studies (Continued)

35. Miller, E.L. "Ability and Social Adjustment at Mid-life of Persons Earlier Judged Mentally Deficient", Dissertation Abstracts. 23:2013, 1962.

36. Muench, G.A. "A Follow-up of Mental Defectives After Eighteen Years", Journal of Abnormal and Social Psychology. 39:407, 1944.

37. National Committee for Mental Health. "A Study of the Careers of 322 Feebleminded Persons - Extracts from Report of the Mental Hygiene Survey of Cincinnati", Ungraded. 8:151, 1923.

38. Metever, I. "Follow-up Study of Special Class Pupils", Ungraded. 5:116, 1920; 6:150, 1920.

39. Phelps, H.R. "Post-school Adjustment of Mentally Retarded Children in Selected Ohio Cities", Exceptional Children. 23:58, 1956.

40. Porter, R.B. and Milazzo, T. "A Comparison of Mentally Retarded Adults Who Attended A Special Class with Those Who Attended Regular School Classes", Exceptional Children. 24:410, 1958.

41. Saenger, G. "The Adjustment of Severely Retarded Adults in the Community", New York: New York State Interdepartmental Health Resources Board, 1957.

42. Shaw, C.H. and Wright, C.H. "The Married Mental Defective; A Follow-up Study", Lancet (London). 1:273, 1960.

43. Thompson, W.H. "A Follow-up of 104 Children Excluded from Special Rooms Because of Low Intelligence Ratings", American Journal of Mental Deficiency. 46: 241, 1941.

44. Wardell, W.R. "Adjustment of Moron Males in a Group Placement", American Journal of Mental Deficiency. 50:433, 1946.

INSTITUTIONS

45. Badham, J.N. "The Outside Employment of Hospitalized Mentally Defective Patients as a Step Towards Resocialization", American Journal of Mental Deficiency. 59:666, 1955.

46. Barker, B.W. "Preparation of Retarded Clients and Employers for On-the-Job Training and Placement", American Journal of Mental Deficiency. 57:580, 1953.

47. Boly, L.F. and Cassell, J. "An Exploratory On-the-Job Training Program for the Institutionalized Mentally Retarded", American Journal of Mental Deficiency. 61:105, 1956.

48. Brown, D.L. "The Working Convalescent Care Program for Female Patients at Rome State School", American Journal of Mental Deficiency. 56:643, 1952.

49. Butler, A.J. "Prediction of Successful Community Placement of Institutionalized Retardates", American Journal of Mental Deficiency. 68:211, 1963.

50. Clark, M.J.I. "A Community Placement Program for the Retarded", American Journal of Mental Deficiency. 64:548, 1959.

51. Cohen, J.S. "An Analysis of Vocational Failure of Mentally Retarded Placed in the Community After a Period of Institutionalization", American Journal of Mental Deficiency. 65:371, 1960.

52. Cohen, J.S. "Community Day Work in an Institutional Vocational Training Program", American Journal of Mental Deficiency. 66:574, 1962.

53. Cohen, J.S. "The Development of a Job Instructor Training Program of Institutional Service Workers", American Journal of Mental Deficiency. 66:381, 1961.

54. Cohen, J.S. and Williams, C.E. "A Five Phase Vocational Training Program in a Residential School", American Journal of Mental Deficiency. 66:230, 1961.

55. Dearden, H. "The Efforts of Residential Institutions to Meet the Problems of Job-Finding and Employment", American Journal of Mental Deficiency. 56:295, 1951.

56. Dearden, H.M., et al. "Training School and/or Home Care", American Journal of Mental Deficiency. 60:608, 1956.

57. Gage, R.M. and Wolfson, I.N. "Four Years of Experience with Day Work Program at Letchworth Village", American Journal of Mental Deficiency. 67:563, 1963.

58. Goldberg, I.I. "A Survey of the Present Status of Vocational Rehabilitation of the Mentally Retarded Residents in State-Supported Institutions", American Journal of Mental Deficiency. 61:698, 1957.

59. Jackson, S.K. and Butler, A.J. "Prediction of Successful Community Placement of Institutionalized Retardates", American Journal of Mental Deficiency. 68:211, 1963

60. Kott, M.G. "Wage Programs for Mentally Retarded Residents of Public Institutions", Mental Retardation. 1:161, 1963.

Institutions (Continued)

61. Loos, F.M. and Tizard, J. "The Employment of Adult Imbeciles in a Hospital Workshop", American Journal of Mental Deficiency. 59:395, 1955.

62. Nagler, B. and Kirkland, M. "Institutional Work Programs, Boon or Bane", American Journal of Mental Deficiency. 66:375, 1961.

63. O'Brien, M. "The Occupational Adjustment of Persons Who Have Been Institutionalized", In: Hamrin, S.A. and Endicott, F.S. Improving Guidance and Personnel Services Through Research. Evanston, Illinois: Northwestern University, 47, 1946.

64. Parnicky, J.J. and Kahn, H. "Evaluating and Developing Vocational Potential of Institutionalized Retarded Adolescents". Bordentown, New Jersey: Edward R. Johnstone Training and Research Center, 1963 (VRA - 425).

65. Peters, R.B. "The Role of the Institution Academic School in the Rehabilitation of the Mentally Retarded", American Journal of Mental Deficiency. 63:506, 1958.

66. Russell, F.W. and Mulcahy, R.M. "Training and Placement of Defectives in a Residential School Through the Division of Vocational Rehabilitation", American Journal of Mental Deficiency. 62:935, 1958.

67. Sadnavitch, J.M. "Use of Aptitude Test Scores for the Assessment of Vocational Rehabilitation of Mentally Subnormal Institutionalized Individuals", Exceptional Children. 24:371, 1958.

68. Shafter, J. "Criteria for Selecting Institutionalized Mental Defectives for Vocational Placement", American Journal of Mental Deficiency. 61:599, 1957.

69. Shafter, A.J. and Chandler, C.S. "Merit Wards - Settings for Social and Vocational Training", American Journal of Mental Deficiency. 64:1029, 1960.

70. Younie, W.J. and Colombatto, J. "A Survey of Some Current Practices in Off-Campus Work Experience Programs", Mental Retardation. 2:136, 1964.

71. Younie, W.J. "The Work Oriented Continuum for the Moderately Retarded in an Institution", Training School Bulletin. 61:26, 1964.

PERSONALITY FACTORS

72. Baldwin, W.K. "The Social Position of Mentally Handicapped Children in the Regular Classes in the Public School", Exceptional Children. 25:106, 1958.

73. Barksdale, M.W. "Social Problems of Mentally Retarded Children", Mental Hygiene. 45:509, 1961.

74. Hollinshead, M.T. "Patterns of Social Competence in Older Mental Retardates", American Journal of Mental Deficiency. 65:17, 1960.

75. Kelman, H.R. "Individualizing the Social Integration of the Mentally Retarded Child", American Journal of Mental Deficiency. 60:860, 1956.

76. Michael-Smith, H. "Personality Training in Vocational Education for the Retarded Child", Journal of Exceptional Children. 17:108, 1951.

77. Mullen, F., et al. "Personality and Social Background Factors Related to the Advancement and Adjustment of Educable Mentally Handicapped Children", American Journal of Mental Deficiency. 63:1046, 1959.

78. Nelson, S.C. "Developing a Self-Concept in the Mentally Retarded", Mental Retardation. 1:28, 1963.

RELATED READINGS

79. Burchill, G.W. Work Study Programs for Alienated Youth . Chicago:Science Research Associates, 1962.

80. Hunt, DeWitt. Work Experience Programs in American Secondary Schools. Washington, D.C.: U.S. Government Printing Office, #5, 1957.

81. Shartle, C.L. Occupational Information. Englewood Cliffs, New Jersey: Prentice Hall, 1959. Third Edition.

82. Super, D.E. "Vocational Adjustment: Implementing a Self-Concept", Occupations. 30:88, 1957.

83. Super, D.E. Career Developments, Self-Concept Theory. New York: C.E.B. Press, 1963.

SCHOOL CONCERNS: EARLY PRE-VOCATIONAL TRAINING

84. Fisk, S.E. "Occupational Education for Younger Children", Occupational Education. 1:63, 1944.

85. Garrison, I. "A Developmental School Program for Educable Mentally Handicapped", American Journal of Mental Deficiency. 57:554, 1953.

86. McCartney, L.D. "Providing Occupational Readiness for Young Mentally Deficient Children of the Non-Familial Type", American Journal of Mental Deficiency. 62:625, 1958.

87. Pfeffer, F. "A Unit in Occupational Education to Meet the Needs of a Young Mixed Group", Elementary School Journal. 56:310, 1956.

88. Reiniger, R.E. "A Curriculum for the Educable Mentally Retarded Preadolescent", Elementary School Journal. 56:310, 1956.

89. Allen, A.A. and Retherford, G. "A Place in the High School for the Mentally Retarded", National Association of Secondary School Principals Bulletin. 39:25, 1955.

90. Baer, M.F. "Mentally Retarded Youth: Training and Employment", Personnel and Guidance Journal. 38:456, 1960.

91. Brown, F.W. "A Psychotherapeutically-oriented Coeducational Program for Mentally Retarded Adolescents in a Comprehensive High School", Mental Hygiene. 39:246, 1955.

92. Cruickshank, W.M. "Frontiers in the Education of Exceptional Children in Secondary School", In: Frontiers of Secondary Education I. Syracuse, New York: Syracuse University Press: 103, 1956.

93. Fudell, S.E. "Mentally Retarded in High School", Texas Outline. 41:21, 1957.

94. Garrison, I.K. "Mentally Retarded in the Secondary Schools: The Present Status", In:Halverson, P.M. (ed). Frontiers of Secondary Education I. Syracuse, New York: Syracuse University Press, 77, 1956.

95. Lovell, C. and Ingram, C.P. "High School Program for Mentally Retarded Adolescent Girls", Journal of Educational Research. 40:574, 1947.

96. Miller, L.E. "A Follow-through High School Program for the Mentally Handicapped", American Journal of Mental Deficiency. 58:553, 1951.

97. The National Association of Secondary School Principals. The Bulletin of the National Association of Secondary School Principals. 39: 1955.

98. Stevens, Godfrey D. "An Analysis of the Objectives for the Education of Children with Retarded Mental Development", American Journal of Mental Deficiency. 63:225, 1958.

99. Taylor, E., Jr. "Problems of Mentally Retarded Children in the Upper Grades and the Junior High School", American Journal of Mental Deficiency. 59:40, 1954.

SCHOOL SUBJECT AREAS

100. Goings, Vernice L. "Functions of Academic Work in the Homemaking Situation", *American Journal of Mental Deficiency*. 48: 292-295, 1944.

101. Goldstein, Irwin and Mann, Horace. "An Occupational Vocabulary for Retarded Adolescents", *American Journal of Mental Deficiency*. 54: 38-42, 1949.

102. "How Can Reading Be Taught to Educable Adolescents Who Have Not Learned to Read?" Newark State College, Union, New Jersey.

103. Kelly, Elizabeth M. "A Family Living Course for Mentally Retarded Girls at the Prevocational School for Girls, Newark, New Jersey", *American Journal of Mental Deficiency*. 53: 193-198, 1948.

104. Mooney, Dorothea A. "Non-manual Skills (Older Boys)", *Occupational Education*. 2: 131-133, 1945.

105. Moore, Alfred H. "Practices and Opinions Relative to Practical Arts Education for Mentally Retarded Secondary School Youth", *Ann Arbor: University Microfilms*. 10: 124, 1955.

106. Sylvester, C.W. "Vocational Education for Handicapped Pupils", *National Society for the Study of Education Yearbook*. 1: 318-333.

107. Wolk, Shirley M. "A Survey of the Literature on Curriculum Practices for the Mentally Retarded", *American Journal of Mental Deficiency*. 62: 826-839, 1958.

108. White, Martha. "Suggested Activities in Home Economics for the Retarded Girl in High School", *Exceptional Children*. 21: 67-68, November 1954.

109. Young, Milton. "Academic Requirements of Jobs Held by the Educable Mentally Retarded in the State of Connecticut", *American Journal of Mental Deficiency*. 62: 792-802, 1958.

SCHOOL WORK EXPERIENCE PROGRAMS

110. Borreca, Frank, et al. "A Workshop in Developing Lessons for Retarded Adolescents in a Program of Occupational Education", *American Journal of Mental Deficiency*. 54: 23-59, 1950.

111. Boyce, Douglas A. *Work Experience Program for Educable Mentally Retarded Students*. 13 pp., 1962.

112. Burdett, Arthur D. "An Examination of Selected Prevocational Techniques Utilized in Programs for the Mentally Retarded", *Mental Retardation*. 1: 230-237, 1963.

113. Burns, Paul C. "An Experience Unit on Occupational Training for Educable Mentally Retarded Students", *The Training School Bulletin*. 57: 129-133, 1961.

114. Doll, Edgar A. "Occupational Education for the Adolescent Mentally Deficient in a School Program", Exceptional Children. 25: 51-53, 1958.

School Work Experience Programs (Continued)

115. Goldstein, Irwin. "The Occupational Training Center (OTC) for Adolescent Educable Retardates Aged 17-21", 4pp. New York: The Board of Education, 1962.

116. Hungerford, Richard H. "The Detroit Plan for Occupational Education of the Mentally Retarded", *American Journal of Mental Deficiency*. 46: 102-108, 1941.

117. Lovell, Catherine. "Education-Occupational Program for Special Class Girls", *American Journal of Mental Deficiency*. 51: 452-455, 1947.

118. Marie, Sister Joanne. "Occupational Education for the Young Adult Retardate", *National Catholic Educational Association Bulletin*. 57: 429-433, 1960.

119. Michaelis, George. "Plan for Core V (Boys) - Study of Job Areas", *Occupational Education*. 8: 92-95, 1951.

120. New York City, Board of Education. "Resource Units in the Teaching of Occupations". New York: The Board of Education, 1956.

121. Patrick, Donna. "Retardates in a Work Adjustment Program", *American Journal of Occupational Therapy*. 14: 297-300, 1960.

122. Shainman, Leo. "Vocational Training for the Mentally Retarded in Schools", *American Journal of Mental Deficiency*. 56: 113-125, July 1951.

123. Shawn, Bernard. "A Coordinated School Supervised Community Work Experience Program for the Educable Mentally Retarded", *American Journal of Mental Deficiency*. 64: 578-583, 1959.

124. Sighart, A. "Prospects of Vocational Training with Boys of Low Intelligence", *Praxis der Kinderpsychologie und Kinderpsychiatrie*. 3: 45-50, 1954.

125. [illegible]chcomb, Koma. "[illegible]-time Employment Program for Slow Learning Adolescents", *Baltimore Bulletin of Education*. 32: 5-13, December 1954.

126. Syden, M. "Guidelines for a Cooperative Coordinated Work-Study Program for Educable Mentally Retarded Youth", *Mental Retardation*. 1: 91-94, 120-124, 1963.

127. Syden, M. "Preparation for Work: An Aspect of the Secondary Schools' Curriculum for Mentally Retarded Youth", *Exceptional Children*. 28: 325-331, 1962.

128. Wakefield, R. "Work Experiences for the Mentally Retarded in Santa Monica", *National Association of Secondary Principals Bulletin*. 46: 217-219, 1962.

SHELTERED WORKSHOPS

128. Appell, Melville J., Williams, Clarence M., and Fishell, Kenneth N. "Significant Factors in Placing Mental Retardates from a Workshop Situation", Personnel and Guidance Journal. 41: 260-265, 1962.

129. Blue, Milton C. "Trainable Mentally Retarded in Sheltered Workshops", Mental Retardation. 2: 97-104, 1964.

130. DiMichael, Salvatore G. "Vocational Diagnosis and Counseling of the Retarded in Sheltered Workshops", American Journal of Mental Deficiency. 64: 652-657, 1960.

131. Doll, Edgar A. "Sheltered Workshops for the Mentally Retarded", Exceptional Children. 25: 3-4, 1958.

132. Dubin, H.N. "The Sheltered Workshop - Some Important Considerations and Observations in its Planning and Establishment", American Journal of Mental Deficiency. 60: 508-514, January 1956.

133. Dubrow, M. "Sheltered Workshops for the Mentally Retarded as an Educational and Vocational Experience", Personnel and Guidance Journal. 38: 392-395, 1960.

134. Freudenberg, R.K. and Constable, Anne E. "Sheltered Workshops Within the Mental Hospital", Occupational Therapy. 23: 19-26, 1960.

135. Goodwill Industries of America, Inc. "Institute on Sheltered Workshop Services for the Mentally Retarded", 96 pp. Washington, D.C.: 1961.

136. Goodwill Industries of America, Inc. "Work Evaluation and Employment Preparation Services for Mentally Retarded Adults", 96 pp. Washington, D.C.: 1961.

137. Jacobs, Abraham and Weingold, Joseph T. The Sheltered Workshop: A Community Rehabilitation Resource for the Mentally Retarded. New York: Bureau of Publications, Teachers College, Columbia University, 1958.

138. Massie, William. "Sheltered Workshops: A 1962 Portrait", Journal of Rehabilitation. 28: 17-20, 1962.

139. National Association for Retarded Children (ed.). Sheltered Workshops for the Mentally Retarded. New York: Committee on Vocational Rehabilitation and Sheltered Employment, 1958.

140. National Association for Retarded Children. "A Summary of 'Sheltered Workshop Questionnaire'", New York: 1959.

141. Niehm, Bernard F. "Study of Sheltered Workshops for the Mentally Retarded", Training School Bulletin. 54: 67-81, 1958.

142. Nye, Richard. "Mixed Disability Workshop Thrives in Small Community", Journal of Rehabilitation. 27: 10-11, 1961.

143. Redkey, Henry (compiler). Directory of Workshops for the Handicapped. Washington, D.C.: Office of Vocational Rehabilitation, U.S. Government Printing Office, 1961.

Sheltered Workshops (Continued)

144. Richmond, Naomi S. "Vocational Training in Sheltered Workshops", *American Journal of Mental Deficiency*. 56: 344-348, 1951.

145. Ries, P. "Sheltered Workshops", *Maryland Medical Journal*. 11: 221-22, 1962.

146. Rockower, Leonard. "Study of the Use of Sheltered Workshops as an Occupational Training Source", *American Journal of Mental Deficiency*. 57: 425-433, 1953,

147. Silvern, Leonard C. "Object Analysis and Action Synthesis Methods in Developing a Program for the Assembly of a Television Antenna in a Sheltered Workshop", *Mental Retardation*. 1: 140-147, 1963.

148. Smith, H.W. "A Sheltered Employment Project in an Institution for Mental Defectives", *American Journal of Mental Deficiency*. 61: 665-71, April 1957.

149. Speijer, N. "Some Views of Sheltered Workshops for the Mentally Handicapped", *International Journal of Social Psychiatry*. 5: 142-145, 1959.

150. Thompson, Netti Zella. "The Role of the Workshop in Rehabilitation". Washington, D.C.: National Association for Retarded Children and The National Rehabilitation Association, 114pp., 1958.

151. Tizard J. "The Effects of Different Types of Supervision on the Behavior of Mental Defectives in Sheltered Workshops", *American Journal of Mental Defeciency*. 58: 143-161, 1953.

152. Wallin, J.E. Wallace. "Sheltered Workshops for Older Adolescents and Adult Mental Retardates", *Training School Bulletin*. 56: 111-121, 1960.

153. Zehnder, J.R. "Sheltered Workshops for Mentally Retarded Adults", *Exceptional Children*. 2: 216, 218, 220-222, 1954.

VOCATIONAL ADJUSTMENT

154. Cassel, R.N. "Expected Educational, Occupational and Personal Development for Five Discernable Groups of Educable but Mentally Handicapped Students", *American Journal of Mental Deficiency*. 65: 801-804, 1961.

155. Clarke, A.D. "Employability of Mentally Subnormal", *Transactions of the Association of Industrial Medical Officers*. 11: 78-81, 1961.

156. Collmann, R.D. and Newlyn, D. "Employment Success of Educationally Subnormal Ex-pupils in England", *American Journal of Mental Deficiency*. 60: 733-743, 1956.

157. Collmann, R.D. and Newlyn, D. "Employment Success of Mentally Dull and Intellectually Normal Ex-pupils in England", *American Journal of Mental Defeciency*. 61: 484-490, 1957.

158. Edgerton, R.B. and Sabagh, G. "From Mortification to Aggrandizement: Changing Self Concepts in the Careers of the Mentally Retarded", *Psychiatry*. 25: 263-272, 1962.

159. Ekblad, M. "Mental Diseases and Deficiencies as Cause of Reduced Work Capacity in a Group of Individual Workers. A Preliminary Report", *Social-Medicinsk Tidskrift*. 38: 259-269, 1961.

160. Franks, V. and Franks, C.M. "Classical Conditioning Procedures as an Index of Vocational Adjustment Among Mental Defectives", *Perceptual and Motor Skills*. 14: 241-242, 1962.

161. Fry, Lois M. "A Predictive Measure of Work Success for High Grade Mental Defectives", *American Journal of Mental Deficiency*. 61: 407, October 1956.

162. Garrett, James F. "Occupational Adjustment", *Proceedings of the Conference of Child Research Clinic of the Woods Schools*. 68-74, 1955.

163. Kolstoe, Oliver P. "An Examination of Some Characteristics Which Discriminate Between Employed and Not-Employed Mentally Retarded Males", *American Journal of Mental Deficiency*. 66: 472-482, November 1961.

164. Lavos, G. "Unfounded Objections to Hiring the Handicapped", *Journal of Consulting Psychology*. 7: 191-197, 1943.

165. Magleby, F. Legrande, McPhee, William M. and Thackery, Milton G. "Vocational and Social Adjustments of Rehabilitants with Mental Disabilities", *Mental Hygiene*. 47: 117-122, 1963.

166. Peckham, Ralph A. "Problems in Job Adjustment of the Mentally Retarded", *American Journal of Mental Deficiency*. 56: 448-453, 1951.

167. Peterson, Leroy and Smith, Lloyd L. " A Comparison of the Post School Adjustment of Educable Mentally Retarded Adults with that of Adults with Normal Intelligence", *Exceptional Children*. 26: 407-408, April 1960.

168. Peterson, Leroy and Smith, Lloyd L. "Post School Adjustment of Educable Mentally Retarded Adults", *Exceptional Children*. 26: 404-408, 1960.

Vocational Adjustment (Continued)

169. Shachoy, G.R. "Training the Mentally Deficient for Community Adjustment", American Journal of Mental Deficiency. 59:226, 1954.

170. Super, D. Dynamics of Vocational Adjustment. New York: Harper Brothers, 1942.

VOCATIONAL CONCERNS: GENERAL

171. Ehrle, R.A. "The Marginal Employable in a Changing Economy", Journal of Rehabilitation. 27:16, 1961.

172. Engle, A.M. "Employment of the Mentally Retarded", American Journal of Mental Deficiency. 57:243, 1952.

173. Engel, A.M. "Employment of the Mentally Retarded. Vocational Rehabilitation of the Mentally Handicapped", In: DiMichael, S.G. (ed.). Rehabilitation Service Series, No. 123. Washington Government Printing Office, 1950.

174. DiMichael, S.G. "Employment of the Mentally Retarded", Journal of Rehabilitation 54:230, 1949.

175. DeProspo, C.J., et al. "Vocational Implications for the Mentally Retarded", Occupational Education. 3:171, 1946.

176. Hitchcock, A.A. "Vocational Training and Job Adjustment of the Mentally Deficient", American Journal of Mental Deficiency. 59:100, 1954.

177. Hoyle, J. "Employment and Occupation of the Mentally Handicapped", American Journal of Mental Deficiency. 57:587, 1953.

178. Hoyle, J. "Home Conditions and Employment of Mental Defectives", American Journal of Mental Deficiency. 55:619, 1951.

179. Hunt, P.R. "Serving the Unemployed Retarded", Michigan Educational Journal. 41:30, 1964.

180. Krishef, C.H. and Hall, M.A. "Employment of the Mentally Retarded in Hennepin County, Minnesota", American Journal of Mental Deficiency. 60:182, 1955.

181. Meadow, L. and Greenspan, E. "Employability of Lower Level Mental Retardates", American Journal of Mental Deficiency. 65:623, 1961.

182. Murray, E. and DiMichael, S.G. "Employment for the Mentally Retarded", Employment Security Review. 17:30, 1950.

183. O'Connor, N. "Defectives Working in the Community", American Journal of Mental Deficiency. 59:173, 1954.

184. Tizard, J. and O'Connor, N. "Employment of High Grade Mental Defectives", American Journal of Mental Deficiency. 54:563, 1950; 55:144, 1950.

VOCATIONAL EVALUATION

185. Cowan, L. and Goldman, M. "Selection of the Mentally Deficient for Vocational Training and the Effect of this Training on Vocational Success", Journal of Consulting Psychology. 23:78, 1959.

186. Delp, H.A. "Criteria for Vocational Training of the Mentally Retarded: A Revised Concept of the Necessary Mental Level", Training School Bulletin. 54:14, 1957.

187. Hoyle, J. "The Employment Evaluation and Training Program", American Journal of Mental Deficiency. 57:587, 1953.

188. Kingsley, L.V. and Hyde, R.W. "The Health and Occupational Adequacy of the Mentally Deficient", Journal of Abnormal and Social Psychology. 40:37, 1945.

189. Kolstoe, O.P. and Shafter, A.J. "Employability Prediction for Mentally Retarded Adults: A Methodological Note", American Journal of Mental Deficiency. 66:287, 1961.

190. Kolstoe, O.P. "The Employment Evaluation and Training Program", American Journal of Mental Deficiency. 65:17, 1960.

191. Menchel, J. "Prevocational Evaluation of the Mentally Retarded", Vocational Guidance Quarterly. 8:209, 1960.

192. Michael-Smith, H. "A Study of the Personal Characteristics Desirable for the Vocational Success of the Mentally Deficient", American Journal of Mental Deficiency. 55:139, 1950.

193. Tobias, J. "Evaluation of Occupational Potential of Mentally Retarded Young Adults", Training School Bulletin. 56:122, 1960.

194. Tobias, J. and Gorelick, J. "Work Characteristics of Retarded Adults at Trainable Levels", Mental Retardation. 1:338, 1963.

195. Voelker, P.H. "The Value of Certain Selected Factors in Predicting Early Post School Employment for White Educable Mentally Retarded Males", Dissertation Abstracts. 23:3243, 1963.

196. Warren, F.G. "Ratings of Employed and Unemployed Mentally Handicapped Males on Personality and Work Factors", American Journal of Mental Deficiency. 65:629, 1961.

197. Winthrop, H. "Psychological and Economic Factors Governing the Industrial Utilization of the Mentally Defective Learner", American Journal of Mental Deficiency. 61:181, 1961.

VOCATIONAL GUIDANCE AND PLACEMENT

198. Burr. E. "Prime Factors in the Placement of the Below Normal", *American Journal of Mental Deficiency*. 51:429, 1947..

199. DeProspo, Chris J. "Services of the Specialist in Guidance and Placement of the Mentally Retarded", *American Journal of Mental Deficiency*. 48:229, 1944.

200. Duncan, W. "The Vocational Guidance and Employment of Handicapped and Disabled Young People", *Occupational Psychology*. 25:56, 1951.

201. Fraenkel, W.A. "Planning the Vocational Future of the Mentally Retarded", *Rehabilitation Literature*. 22:98, 1961.

202. Gragert, H.T. "Differential Diagnosis, Training and Job Placement for the Mentally Retarded", *Journal of Rehabilitation*. 28:35, 1962.

203. Himelstein, P. "Vocational Guidance for Mentally Handicapped", *Education*. 83:275, 1963.

204. Kruger, P.H. "Trends in Service Employment: Implications for the Educable Mentally Retarded", *Exceptional Children*. 30:167, 1963.

205. Laing, J.K. "Some Aspects of Placing Defectives in Work", *Mental Health*. 18:56, 1959.

206. Lauber, E.G. "The Vocational Placement of a Mentally Retarded Boy: A Case History", *Training School Bulletin*. 52:43, 1955.

207. Lerner, H.M. "Supportive Placement for the Mentally Retarded", *Journal of Rehabilitation*. 26:17, 1960.

208. Peterson, R.O. and Jones, E.M. "Guide to Jobs for the Mentally Retarded", Pittsburgh: American Institute for Research, 1964.

209. President's Committee on Employment of the Handicapped. *Guide to Job Placement of the Mentally Retarded*. Washington, D.C.: U.S. Government Printing Office, 1963.

210. Racine, H. and Lambert, J. "Employment Placement of Mental Deficient Patients", *Laval Medical*. 27:208, 1959.

211. Strickland, C.G. "Job Training Placement for Retarded Youth", *Exceptional Children*. 31:33, 1964.

212. Warren, S. "Problems in the Placement and Follow-up of the Mentally Retarded", *American Journal of Mental Deficiency*. 59:408, 1955.

VOCATIONAL INTERESTS AND VALUES

213. Cohen, J.S. and Rusalem, H. "Occupational Values of Retarded Students", *American Journal of Mental Deficiency*. 69:54, 1964.

214. Dubin, H.W. "A Study of Certain Retarded Children's Work Interests and Their Parent's Estimates of Those Interests", *American Journal of Mental Deficiency*. 60:508, 1956.

215. Magary, J.F. "An Analysis of the Vocational Interest of Educable Mentally Retarded Adolescent Boys from Three Occupational Classes", *Dissertation Abstracts*. 21:3703, 1961.

216. Moser, W.E. "Vocational Preference as Related to Mental Ability", *Occupations*. 27:460, 1949.

VOCATIONAL REHABILITATION: GENERAL

217. DiMichael, S.G. *Psychological Services in Vocational Rehabilitation*. Washington, D.C.: U.S. Government Printing Office, 1959.

218. DiMichael, S.G. "The State-Federal Program of Vocational Rehabilitation for the Mentally Retarded", *American Journal of Mental Deficiency*. 54:230, 1949.

219. DiMichael, S.G. "Vocational Rehabilitation for the Mentally Retarded", In: Magary, J.F. and Eichorn, J.R. (eds.). *The Exceptional Child: A Book of Readings*. New York: Holt, Rinehard and Winston, 1960.

220. DiMichael, S.G. *Vocational Rehabilitation of the Mentally Retarded*. Washington, D.C.: U.S. Government Printing Office, 1950.

221. Fraenkel, W.A. *Coordination of Rehabilitation Services and Special Education; A Report on Workshop B.* University Park, Pennsylvania: Pennsylvania State University, College of Education, 47 pp., 1960.

222. Fraenkel, W.A. *The Mentally Retarded and Their Vocational Rehabilitation*. New York: National Association for Retarded Children, 1961.

223. Fraenkel, W.A. "Present Status of Rehabilitation for the Mentally Retarded", *Journal of Rehabilitation*. 28:27, 1962.

224. Jacobs, D.F. and Downie, N.M. "Selective Perceptions of Rehabilitation Problems", *Journal of Rehabilitation*. 23:11, 1957.

225. Kirk, S.A. *Vocational Rehabilitation: An Educator's Critique on Past, Present and Future Programs*. Langhorne, Pennsylvania: Woods Schools, 1957.

226. Mayo, L.W. "Philosophy and Recommendations of the President's Panel on Mental Retardation Relating to Education, Vocational Rehabilitation and Training", *Exceptional Children*. 29:425, 1963.

227. Richman, S. "The Public Vocational Rehabilitation Program and Effective Relationships with Other Agencies", *American Journal of Mental Deficiency*. 56:457, 1951.

Vocational Rehabilitation: General (Continued)

228. Rosenbaum, B. "Rehabilitation of the Mentally Handicapped", Virginia Medical Monthly. 85:505, 1958.

229. Rosenzweig, L.E."The Habilitation of the Mentally Retarded", American Journal of Mental Deficiency. 59:26, 1954.

230. Taylor, J.B. "The Mentally Retarded in an Intensive Rehabilitation Center", Journal of Rehabilitation. 25:10, 1959.

231. U.S. Department of Health, Education and Welfare. Preparation of Mentally Retarded Youth for Gainful Employment. Washington, D.C.: U.S. Government Printing Office, 1959.

232. Woods Schools. The Exceptional Child Face Adulthood. Langhorne, Pennsylvania: The Woods Schools, 1955.

VOCATIONAL REHABILITATION: SPECIFIC PROGRAMS

233. Eskridge, C.S. and Partridge, D.D. "Vocational Rehabilitation for Exceptional Children Through Special Education", Exceptional Children. 29:452, 1963.

234. Guralnick, D. "Vocational Rehabilitation Services in New York City for the Mentally Retarded", American Journal of Mental Deficiency. 61:368, 1956.

235. Haasarud, Florence I. and Moore, S.W. "Vocational Rehabilitation and Education for the Mentally Retarded in Minneapolis", American Journal of Mental Deficiency. 57:321, 1952.

236. Illinois Office of the Superintendent of Public Instruction, Division of Vocational Rehabilitation. Vocational Services for the Mentally Handicapped through the Illinois Division of Vocational Rehabilitation. Springfield, Illinois.

237. Peck, J.R. "The Marbridge Plan: A Texas Experiment in Habilitation for Mentally Retarded Youth", Exceptional Children. 24:346, 1958.

238. Potts, J.H. "Vocational Rehabilitation for the Mentally Retarded in Michigan", American Journal of Mental Deficiency. 57:297, 1952.

239. Rockower, L.W. "A Study of Mentally Retarded Applicants for Vocational Rehabilitation in New York City", Vocational Rehabilitation of the Mentally Retarded. Washington, D.C.: U.S. Government Printing Office, 1950.

VOCATIONAL TRAINING: SPECIFIC JOB PREPARATION

240. Backal, J. "Mentally Retarded Child in the Vocational High School", High Points. 29:23, 1947.

241. Cantor, G.H. and Stacey, C.L. "Manipulative Dexterity in Mental Defectives", American Journal of Mental Deficiency. 56:401, 1951.

242. Delp, H.A. "Criteria for Vocational Training of the Mentally Retarded", The Training School Bulletin. 54:14, 1957.

243. Flescher, I. "Needle Trades Opportunities for the Mentally Retarded", American Journal of Mental Deficiency. 61:113, 1956.

244. Frisbie, G.R. and Conrey, M. "Vocational Glovemaking for Retarded", New York State Education. 50:31, 1963.

245. Harms, M. "Placement of Mentally Retarded Women in Household Positions", Illinois Psychiatric Journal. 4:6, 1944.

246. Lanzon, R. "Objectives of Machine Shop Practice for Mentally Retarded and Subnormal Boys", American Journal of Mental Deficiency. 53:456, 1949.

247. Magaw, D.C. and Sullivan, L.C. "Relationship of Specialized Vocational Training and Community Adjustment in Higher Grade Mentally Defective Boys", American Journal of Mental Deficiency. 49:383, 1945.

248. Warren, J.D. "Printing for the Higher Grade Mental Defective", American Journal of Mental Deficiency. 49:373, 1945.

Department of Special Education
Teachers College, Columbia University
New York, New York

Experimental Teaching Project
"Rehabilitation Content in Special Education"

RESOURCES FOR SELECTING SUPPLEMENTARY READING MATERIALS OF HIGH INTEREST - LOW VOCABULARY

Adventuring with Books
Margaret Clark
National Council of Teachers of English
Topically arranged, annotated and graded list.

Best Books for Children
R.R. Bowker Company
62 West 45th Street
New York, New York 10036
This is a yearly publication which does not specifically list books for slow readers but which is extremely useful in checking the quality of books recommended through other sources.

Bibliography of Graded Books
High Interest - Low Vocabulary
Rocky Mountain School Study Council
Committee on Exceptional Children
Bureau of Research
University of Denver, Denver, Colorado, 1964. $1
A list of titles. No annotations. Gives Int. level, Vocab. level by grade. Author-Title-Publication Date and Approximate Price. Titles should serve as resource for review only.

Bibliography of Reading Lists for Retarded Readers
Margaret Hill
Extension Bulletin, College of Education Series No. 37
State University of Iowa
Includes about 100 sources of available book lists.

Books for Youth Who Dislike Reading
Russell Slater
Ohio State University
List of books useful in remedial work.

Books They Can Really Read
Elvajean Hall
Campbell and Hall
A social studies bibliography and recreational books for the primary student.

Fare for the Reluctant Reader
Anita Dunn
State University of New York
Includes lists of magazines, remedial texts, and book lists.

Gateways to Readable Books
Ruth Strang
H.W. Wilson, New York, 1958

Good Books for Poor Readers
George Spache
Garrard Press, 1964
Lists 1000 trade books, adapted classics, textbooks, supplementary materials arranged topically and graded in reading and interest levels.

High Interest-Low Vocabulary Reading Materials
Helen Sullivan
Boston University School of Education
Over 1000 titles for reading levels specified. Reprint available.

How-To-Do-It Books
Robert Kingery
2300 books on 350 recreational, non-vocational subjects arranged from easy to difficult reading levels.

Reading List of High Interest-Low Vocabulary Books for Enriching Various Areas of the Curriculum
University of Connecticut
Reading-Study Center
School of Education
A straight list of suggested titles. No annotations are provided but general grade levels are given. Copies are available by writing the University at Storrs, Conn.

"Sources for High Interest-Low Vocabulary Books", Elementary English
January, 1963. pp.106-107
A list that is brought up to date every few years.

Textbooks in Print
R.R. Bowker Company
An inexpensive condensation of "Books in Print". "Textbooks in Print" is an excellent source for finding ordering information on publishers and prices.

Your Reading
Ellen Frogner
National Council of Teachers of English
Titles suitable for retarded readers in high school are noted in addition to titles for average readers.

This project is made possible by Training Grant No. 483-T-65 from the Vocational Rehabilitation Administration, Department of Health, Education and Welfare. Project Co-ordinator: Professor William J. Younie.

The project makes a number of attempts to help teachers plan specific curriculum experiences that are related to rehabilitation readiness. The material on building reading skills gives examples of lists that are drawn from job families. These lists may be used to prepare reading selections, build spelling skills, develop an awareness of work words or for other purposes.

Department of Special Education
Teachers College, Columbia University
New York City, New York

Experimental Teaching Project*
"Rehabilitation Content in Special Education"

BUILDING READING SKILLS

The Work Experience Program

One of the teacher's most difficult tasks is motivating the older retarded pupil to read. Once the motivation is aroused, the companion problem of where to find suitable materials appears.

The most logical solution to both of these problems is to have the teacher prepare his own reading materials. The following list of words is offered as an aid in this task. This list is designed to be used in a work experience program or as part of a general series of units whose focus is on general vocational areas. The list has been prepared after careful study of the area in question. This is one of a group of lists prepared by Dr. Milton Young. Other word lists will be found in The American Journal of Mental Deficiency. 62:792-802, 1958. Ideas for vocational word lists may be found also in the New Rochester Occupational Reading Series, Teacher's Guide, 1963.

SPECIALIZED JOB VOCABULARIES**

Food Preparation & Service

a-la-carte
a-la-mode
apron
bacon
banquet
beets
boiled
bread
broil

bulk
cabbage
cafeteria
cake
cart
catsup
cereal
chef
chip
cleaver

counter
cream(er)
cupboard
daily
desert
dishtowel
dishwasher
dough
dozen
drain

eggs
entire
fork
frosting
fry
garbage
grapefruit
grate
grill
half and half

---

* This project is made possible by Training Grant No. 483-T-64 from the Vocational Rehabilitation Administration, Department of Health, Education and Welfare. The project coordinator is Professor William J. Younie.

** Adapted from a study by Dr. Milton Young, Consultant in Mental Retardation, State Department of Education, Hartford, Connecticut. American Journal of Mental Deficiency. 62:792-802, 1958.

Food Preparation & Service (Cont.)

ingredient
juice (glass)
kitchen
knife
label
ladle
lemon
light coffee
liquid
lukewarm
machine
manners
measure
meat
medium
menu
mixture
mop
muffin
mustard
napkin
ounce
pan
pantry
pastry
peas

peel
perishable
pepper
pie
pint
polish
portion
pot
potatoes
poultry
pound
powder
punch
quarter
rack
rare
recipe
refrigerator
relish
rib
rinse
rise
roller
rolls
rubbish
salad
salt

sandwich
sauce (r)
saucepan
scoop
scour
scrambled eggs
scrape
scrub
set-up
shell
shortening
short-order-cook
serve
sieve
sift (er)
simmer
skimmer
slice
soap
soda
spatula
special
spice
spoon
stack
steak
steel-wool

stew
storeroom
substitute
soup
sugar
sundae
sweep
table
tea
temperature
tip
toast
to-go
tray
uniform
utensils
veal
vegetables
waste
waterglass
weight
well-done
whip
whipped cream
yeast

Laundry and Cleaning

automatic
blanket
bleach
body
brush
button
caution
clothes
coat
collar
department
detergent
dissolve
drier

dry
dye
extractor
feed
flat (work)
fluff
fold
foot pedal
handkerchief
inspector
jacket
laundry
load
machine

mangle
net
package
pajamas
pants
paper cutter
pillowcase
press (er)
pressing machine
quality
rinse
route
sewing
sheet

shirt
sleeve
sort
stack
starch
stain
steam
supervisor
sweater
vat
yoke
shake

Skills Common to All Job Areas

Reading
- Job application
- Withholding tax slip
- Safety posters

Writing
- Name on time card
- Tax withholding slip
- Job application

Mathematics
- Figure out pay

Spelling
- All information needed in writing area

Oral Language
- Speak and understand English

Food Preparation and Service

Reading
- Name on time card
- Days of the week
- Streets and addresses
- Can labels
- Directions for equipment use
- Items on menu
- Recipes
- Waiter's order slips
- Inventory Sheets
- Schedules
- Orders from chef

Writing
- Sign name
- Mark containers to go out
- Mark sandwiches to go out
- Order from menu

Oral Language
- Understands directions
- Speak politely to customers
- Suggest items on menu

Mathematics
- How to stack
- Full and empty
- Size
- Concept of one to ten
- Tell time
- Count to fifty
- Read thermometer
- Add up sales check
- Judgment of small numbers
- Pay small bills
- Can sizes
- Make change
- Hours worked
- Fractions to eighths
- Weights and measures
- Punch amount on ticket
- Compute price from weight

Spelling
- Own name
- Names of sandwiches
- Kinds of coffee
- Items of food

Laundry and Cleaning

Reading
- Letters of the alphabet
- Name tags

Writing
- Letters of the alphabet
- Numbers and weights
- Names and codes

Oral Language
- Name

Mathematics
- Copy numbers
- Counting to twenty-five
- Full cup, half cup
- Record laundry number
- Assembly of laundry by number
- Read scale
- Estimate size of wrapping paper
- Concept up to 200
- Weights
- Count and write up to 1000

Spelling (none)

All of the project materials pertaining to curriculum stress the vocational aspects of subject matter and suggest ways in which academic material may be made more interesting and effective.

The attached sheets explain how simple teacher prepared rhymes may be used to teach language. Many of the sample poems used were developed by teachers in courses at Teachers College.

Department of Special Education
Teachers College, Columbia University
New York City, New York

Experimental Teaching Project
"Rehabilitation Content in Special Education"

CURRICULUM DEVELOPMENT

Unitized Language

One of the basic concepts underlying curriculum development for the educable mentally retarded is the integration or unification of instruction. The unit method is used so that subject matter will be arranged logically around a centrally important theme. Programs are planned carefully so that pupils will receive stimulation from their more normal peers. It is not wise to think of integrating or unifying all aspects of the curriculum. However, one logical extension of the unitized approach is to the area of language development. The following examples attempt to show how short poems may be used to develop various concepts at all instructional levels. As you read the selections think of situations in which they may be applied and activities that they might stimulate. Consider also the various elements of language, listening, reading, writing, etc., that may be included in an instructional situation which is centered around a poem, rhyme, or limerick. Note particularly the extension of the use of rhyme to the pre-vocational program.

The first series of selections is drawn from a group of poems commonly used in the lower grades.

The second set of poems consists of selections written specifically for use with the retarded. Most of the selections in the second section were composed by teachers of the retarded taking courses in several universities.

Standard Selections

1. I never saw a purple cow,
I never hope to see one,
But I can tell you, anyhow,
I'd rather see than be one.

2. The trees are all wonderful yellow and red,
And the nuts fall on the ground.
The children go shuffling through the leaves,
They like the rustling sound.

3. Here is the beehive, where are the bees?
Hidden away where nobody sees.
Watch and you'll see them come out of the hive,
One, two, three, four, five.

4. Rain on the green grass
And rain on the trees
And rain on the house top
But not upon me.

5. I made my kite
Of paper bright,
And tied a long string to i
When the wind is high
I will let it fly;
I'm sure that I can do it.

HARVARD GRADUA[illegible]
CENTER FOR RESEARCH & DEVELOPMENT
CAMBRIDGE, MASSACHUSETTS 02138

6. There came to my window one morning in spring
A sweet little robin, he came here to sing.
The song that he sang, it was prettier by far,
Than any I've heard on a flute or guitar.

7. The fence posts wear marshmallow hats on a snowy day
Bushes in their nightgowns are kneeling to pray,
And all the trees have silver skirts and want to dance away.

8. Said the turkey, "I'm sailing away,
But where, I'm not going to say.
It's the time of the year
When I just disappear.
I'll be back after Thanksgiving Day."

9. I made a snowman yesterday
So jolly, fat, and fine;
I pinned a red heart on his chest
And named him Valentine.

Last night a warm sweet breeze blew by,
And stole his heart so gay;
My snowman melted on the spot
And quickly ran away.

10. I'm a snowman cold and fat;
Now I want a big tall hat;
I need buttons on my coat
And a muffler for my throat.
I need ears and eyes and nose,
What nice child will give me thos

Teacher Made Verses

ARITHMETIC

Little Jack Horner sat in his corner
Very confused indeed.
He looked glum
And sucked his thumb
For this problem he couldn't believe
1 + 2 = 3
2 + 1 = 3
This really couldn't be.
The two are different and not alike thought Jack.

When he learned to turn a fact
The sum remained the same.
He sat in his corner and relaxed
And really enjoyed the game. T.E.D.
Texas Woman's Univ.

PHONICS

A canary in a cage,
A candle in a cake,
A cat in a car -
Teach us words that c can make. L.J.
Fordham Univ.

CRAFTS

Pick up a hammer, pick up a saw
What do you do with the claw?
Pick up a drill, pick up a bit,
Does the bit fit? H.M.
Fordham Univ.

GEOGRAPHY

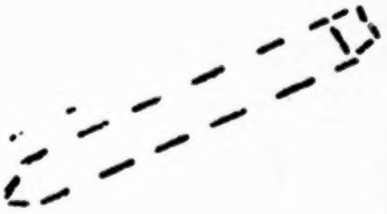
Ring around the work
Taking hands together
All across the temperate
And the torrid weather
Past the Royal Palm trees
By the ocean sand
Make a ring around the world
Take each others hand
Over the prairie's spaces
Made of friendly faces
There's a ring around the world
J.E.F.
Texas Woman's Univ.

RIDDLES

The following two selections are designed to integrate language instruction for students in a pre-vocational program (C.A. 12-14). They unitize a number of skills. Students should receive instructions in procedure before reading the selections.

Selection 1: Guess what I am?

Fill in these dots and you will see
That I will help you work as fast as can be.
Put me in your hand and on a piece of paper,
__________, and if you make a mistake,
Use my top as an eraser.



Yes, I am a ______________.

Selection 2: Guess what I am?

Just give me a tap or a tug,
And in and out I come from wall or rug.
My friend, the _________ will help you to do
The job in just a quick minute or two.

Yes, we are a ________ and a ________. K.B., T.C., Columbia

SCIENCE

1. The rain is falling all around
On the roof and on the ground
It makes the trees and flowers grow
That's why we need it, don't you know?
A.C.
Fordham Univ.

2. Look and see the snowflakes fal
On the street and garden wall.
I wonder what I would do
If I were a little snowflake, t
A.C.-Fordham Univ.

3. Potato, potato, on the march,
How do we know if you have starch?
Just put a little iodine on my back
And then watch me turn blue-black. I.C. - Fordham Univ.

TRANSPORTATION

Watching my step getting on the bus
I'll pay my fare and move to the rear
And when we come to the stop that's mine
I'll get off in plenty of time. W.O. T.C., Columbia

VOCATIONS

To be neat and on time
Helps insure that the job is mine;
But to be sloppy and quite late
Helps set my dismissal date. W.O. - T.C., Columbia.

The following selections are intended to relate to the specific city and social situations with which children are familiar. Supposedly, names of children in the class are being used in some of these limericks. Underlined words are those which the teacher may wish to discuss for definition purposes or social meaning, or which the children may wish to eliminate in favor of words that better describe their own feelings about or understanding of the situation.

There is a young girl from Manhattan
Who wants only dresses of satin
When she goes to the store
She will find they cost more
Too bad for the girl from Manhattan.

There was a young girl in the city
Who kept her room all neat and pretty
She swept every day
And put all clothes away
How good of the girl in the city.

There was a young man named Joe
Who liked to take girls to the show
But his manners were bad
And made the girls mad
And none of them ever would go.

There was a young lady named Jean
Who knew how to scrub and clean
When she went for a job
There was no need to sob
For they wanted the nice girl named Jean.

There was a young lady named Laurie
Who lived on the twentieth story
For exercise each day
She walked up all the way
What do you think of our girl named Laurie?

There was a young lady named Jane
Who would always stand out in the rain
Till the tree she was under
Got some lightning and thunder
Now there is no more Jane in the rain.

T.C., Columbia

This material is produced as part of a project made possible by Training Grant No. 483-T-65 from the Vocational Rehabilitation Administration, Department of Health, Education and Welfare. Permission for reproduction is granted provided

5

This is one of the materials designed to assist teachers in developing more suitable curricula for the retarded. It attempts to show that reading skills may be developed in other than traditional ways.

Department of Special Education
Teachers College, Columbia University
New York City, New York

Experimental Teaching Project
"Rehabilitation Content in Special Education"

Developing Minimal Reading Skills
With Mentally Retarded High School Students

Some students read poorly or not at all despite our most persistent and creative efforts to teach them.

The material presented here is designed to give the poor reader a basic vocabulary which he may use in coping with his environment. It is expected that these words will probably be memorized or recognized by context clues rather than be part of a sight vocabulary in the usual sense. However, experience has shown that when properly presented many of the words can be learned well enough to be useful.

The words listed fall into several general categories. These categories include words used in driving, traveling by subway or bus, the home, personal care, employment, safety education, and related areas. The words are best taught in units that relate directly to them.

In addition to providing a basic vocabulary for poor readers this list may be used to stimulate general discussion of vocational topics, will aid in the preparation of reading materials for more capable pupils, and can be useful in developing language skills other than those of reading.

This list should be studied carefully. Words that are not in common local use should be deleted. Words that are more appropriate to the immediate situation should be added.

ALL DELIVERIES IN REAR
ALL TERMS CASH
ALTERNATE SIDE PARKING
APARTMENT FOR RENT
ATTENDED TELEPHONES
BANK
BELL OUT OF ORDER
BEWARE OF DOG
BOY WANTED
BRIDGE OUT
BUMP
BUS STOP
CAFETERIA
CASHIER
CAUTION
CLOSED
CONDEMNED
CROSS WALK
COUNT YOUR CHANGE
CURVE AHEAD
CUSTOMER PARKING ONLY
DANGER

DEAD END STREET
DENTIST
DEPARTMENT STORE
DETOUR
DISCOUNT STORE
DOCTOR (DR.)
DOOR OPENS IN
DOOR OPENS OUT
DOWN
DRIVE SLOWLY
DYNAMITE
DO NOT ASK FOR CREDIT
DO NOT DISTURB
DO NOT PASS
DO NOT ENTER
DO NOT HANDLE
DO NOT INCINERATE
DO NOT PUT HEAD OR ARMS OUT
  OF THE WINDOW
DO NOT TALK TO OPERATOR
DO NOT WALK ON TRACKS
DON'T WALK

ELEVATOR
EMPLOYEES ENTRANCE
EMPLOYEES ONLY
ENTRANCE
ENTER AT FRONT
ENTER HERE
EMPLOYMENT OFFICE
EMERGENCY EXIT
ESCALATOR
EXIT
EXPLOSIVES
[illegible]
FIRE ESCAPE
FIRE EXTINGUISHER
FIRE ALARM
FIRST AID
FLAMMABLE
FOLLOW DIRECTIONS ON BOX
FOR SALE
FOR RENT
FOUND
FRESH PAINT
FRAGILE
FOR EXTERNAL USE ONLY
FURNISHED
GASOLINE
GENTLEMEN
GIRL WANTED
GLASS
GO
HANDLE WITH CARE
HANDS OFF
HAVE FARE READY
HELP WANTED
HIGH VOLTAGE
HOSPITAL
IN
INFLAMMABLE
INFORMATION
KEEP OFF
KEEP HANDS OFF DOOR
KEEP AWAY
KEEP OUT
KEEP LEFT
KEEP REFRIGERATED
KEEP RIGHT
LADIES
LAVATORY
LOADING ZONE
LOUNGE
LOST AND FOUND
LOW OVERHEAD
MANAGER
MEN
MEN WORKING
NARROW BRIDGE
NEXT WINDOW
NO ADMITTANCE
NO DUMPING
NO FISHING
NO EXPERIENCE NECESSARY
(EXPERIENCE NECESSARY)
NO LEFT TURN
NO LOITERING
NO RIGHT TURN
NO PARKING
NO PETS ALLOWED
NO PASSING
NO SMOKING
NO SPITTING
NO STEP
NO SWIMMING
NO TOKENS
NO U TURN
NOT RESPONSIBLE FOR LOST ARTICLES
NO TRESPASSING
NOTARY PUBLIC
ONE LANE TRAFFIC
ONE WAY TRAFFIC
OPEN
OPEN OTHER SIDE
OUT
OUT OF ORDER
OUT TO LUNCH
PARSONAGE
PAVEMENT NARROWS
PAY AS YOU ENTER
PLEASE PAY CASHIER
PLEASE PAY WHEN SERVED
POLICE
PRESS BUTTON FOR SERVICE
PRIVATE
PRIVATE PROPERTY
POISON
PRESS TO OPEN
PUT TRASH HERE
QUARANTINE
QUIET
QUIET ZONE
RAILROAD CROSSING
RECTORY
REST ROOMS
RINGING BELL MEANS RISING ELEVATOR
ROAD CLOSED
ROAD LEGALLY CLOSED
ROAD UNDER REPAIR
SCHOOL
SCHOOLBUS
SERVICE AREA
SHAKE WELL BEFORE USING
SINGLE LANE
SLIPPERY WHEN WET
SLOW
SOFT SHOULDER
SPEED LIMIT
SMOKING PROHIBITED
SPEED ZONE AHEAD
SPITTING PROHIBITED
SQUEEZE LEFT
SQUEEZE RIGHT
STAIRWAY
STEP TO REAR
STOP AHEAD
STOP
STOP - LOOK - LISTEN
STREET CLOSED
STOP ON RED LIGHT
SUPERINTENDENT
TELEPHONE
TELEPHONE TO CALL POL
THIS SIDE UP
THIS WAY OUT
TICKET OFFICE
TOILET
TOLL
TOW AWAY ZONE
TWO WAY TRAFFIC AHEAD
UNFURNISHED
UP
UNDERPASS
U.S. MAIL
VACANCY
VOCATIONAL REHABILITATION OFFICE
WAIT
WALK ON LEFT FACING TRAFFIC
WATCH YOUR HEAD
WATCH YOUR STEP
WET PAINT
WOMEN
$50 FINE FOR DISCARDING RUBBISH
YIELD RIGHT OF WAY

(This project is made possible by Training Grant no. [illegible] from the Vocational Rehabilitation Administration, Department of Health, Education and

6

Department of Special Education
Teachers College, Columbia University
New York City, New York

Experimental Teaching Project
"Rehabilitation Content in Special Education"

Working as a group, please prepare a lesson which could be used to introduce mentally retarded students to vocational rehabilitation services. The lesson should be planned for the age group 15 to 18. It may be as long or as short as you wish. It may cover one or more introductory topics. It should be conceived as being part of a complete unit or core devoted to vocational rehabilitation and follow up activities should be specified. Be prepared to present the fully developed lesson to the total group.

7

Suitable reading materials are often unavailable to teachers of the mentally retarded. During one of the project sessions, the attached material is used to give teachers the background information necessary to prepare their own materials.

Department of Special Education
Teachers College, Columbia University
New York City, New York

Experimental Teaching Program
"Rehabilitation Content in Special Education"

Working as a group, please develop a short reading selection about a specific job. This selection should be disigned to be read by an adolescent boy and/or girl who is in the final phase of school experience. In writing the selection please:

1. Indicate why you chose the specific job you wrote about.

2. Identify your common sources of information from which you have drawn the details of the job.

3. What aspects of the selection have been designed to meet specific problems inherent in your disability group?

4. Indicate other special problems which might be considered in writing similar selections.

5. In what other forms could you present the information given in this selection?

6. How would you present this content to younger pupils?

8.

Department of Special Education
Teachers College, Columbia University
New York City, New York

Experimental Teaching Project
"Rehabilitation Content in Special Education"

PRE-VOCATIONAL MATERIALS FOR THE MENTALLY RETARDED

The following materials have been selected for use in a pre-vocational program for the educable mentally retarded. The term pre-vocational is used in its broadest sense. Accordingly, the interest level of the materials ranges from the intermediate level through high school.

All materials listed were available as of December 1, 1964. Any prices given are approximate only and should not be used for ordering purposes.

Materials that have been reviewed are accompanied by an opinion on their usefulness. An * indicates that no review has been made. The following evaluative criteria were used:

1. The material must have something unique to offer the mentally retarded.
2. Accepted curriculum practices must be adhered to.
3. The self concept of the child must be given prime consideration. The labe "pre-vocational" does not, in itself, make a primary level activity appropriate for a high school pupil.
4. The materials must be well written. This criteria implies reasonable literary quality.
5. Production standards must be appropriate to the price charged.
6. The material must be broad enough in its concept to consider individual differences within a class.
7. The material must be well developed and not something that could be easily prepared by a trained teacher.

Comments made in each case reflect these criteria.

Since only one person has prepared these comments, each teacher should review the materials on his own, keeping the above criteria in mind.

PREPARATION FOR ADULTHOOD

Better Living
Gary D. Lawson
9488 Sara St.
Elk Grove, Calif.
Paper W.B.[1]
I.L.: H.S., R.L. :4[2]

Covers moral education and education for marriage and parenthood. Carefully done. Should prove valuable as a discussion material.

Driver Training Workbook Program
Parkinson, R.W.
704 Mumford Dr.
Urbana, Ill. 61801
Paper W.B. - Workbook 2.00, Manual 1.00

A book of units in traffic safety and driving rules.

Every Day Business
Gary D. Lawson (see Better Living)
Paper W.B. - 1.60 ea.
I.L.:H.S., R.L.:4

Includes work on Banking, Buying, Income Tax, Insurance, Budgeting. An overview of common adult activities. Very well done.

*Our Flag and Our Country
Eye Gate House
146-01 (0) Archer Ave.
Jamaica 35, N.Y.
4 Filmstrips $30

Social Studies Filmstrips designed to teach democracy. Designed specifically for the educable. 15 day trial.

I Want a Driver's License
Fern Tripp
Dinuba Public Schools
Dinuba, Calif.
Paper W.B.
I.L.:H.S., R.L.:4 (cont. on right top)

(I Want a Driver's License - cont.)

Must be adapted to conform to local law. Probably best used as a teacher's guide.

Keyboard Town
R.W. Parkinson (see Driver Training W.B.
Paper
I.L.:Int. & Jr. H.

Typing program. Interesting approach. See study by Karnes et al., Exceptional Children. 31:27-, September 1964.

Money Makes Sense
C.H. Kahn and J.B. Hanna
Fearon Publishers
828 Valencia St.
San Francisco, Calif. 94110
Paper W.B. - 2.00
I.L.:Jr. & H.S. Achievement L.:1st-3rd g

A useful book for teaching arithmetic (adding and subtracting) through examples using coins and paper money. Approach is somewhat abstract and should be reinforced with activities using real or play money. Perforated pages makes selection of topics easy. Earlier lessons are more appropriate to early jr. high. A good testing and review material for pre-vocational and work study programs.

Newspaper Reading
Gary D. Lawson (see Better Living)
Paper W.B. - 1.60
I.L.:H.S., R.L.:4

Provides a systematic approach to teaching the use of a newspaper. May be a little too detailed. A useful material for starting class discussions.

---

[1] Paper W.B. indicates a workbook format in paper binding. Items not noted paper may be assumed to be hard cover.

[2] I.L. indicates approximate interest level. R.L. indicates approximate reading level. When a specific reading formula has been used, this is indicated.

Preparation for Adulthood (cont.)

Using Dollars and Sense
C.H. Kahn and J.B. Hanna
Fearon Pub. (see Money Makes Sense)
Paper W.B. - 2.00
I.L.:Jr. & H.S., Achievement L: grs.2-4.

A sequel to Money Makes Sense. Uses examples from buying, figuring, salary, savings, etc., to reinforce practical multiplication and division concepts. Particularly useful in vocational programs. Probably not as appropriate at the jr. high level unless the program is a terminal one.

You and Your World
Willeta R. Bolinger, 1964
(Fearon - see Money Makes Sense)
Paper W.B. - 2.00
I.L.:Jr. High, R.L.:2-4 (Spache formula)

Teacher's guide available. Designed for use in general social studies. Controlled vocabulary. Develops ideas from self, family, neighborhood..,to continent and world. Very well done. Complements many curriculum guides.

PRE-VOCATIONAL EDUCATION

Clothing Construction Workbook Program
R.W. Parkinson
704 Mumford Dr.
Urbana, Ill. 61801
Paper W.B. - 2.25 ea. , Manual 1.00
I.L.:Jr & H.S.

Useful for sewing instructions. Develops processes step by step. May not use all lessons in Jr. High.

Finding Your Job
Finney Co.
3350 Gorham Ave.
Minneapolis 26, Minn.
Paper
I.L.:H.S., R.L.:4+

Three units - 5 volumes per unit. A series of brief job descriptions. Reading level is not well controlled. Method of job selection is not clear. Some jobs rather inappropriate. Price is quite high for binding and paper quality. An imaginative teacher with vocational background could be expected to duplicate this type of material as part of his program.

Household Mechanics
D.Van Nostrand Co.
20 Alexander St.
rinceton,NJ.
Teacher Use

Many pictures showing various household repair jobs with description. To be used by teacher as a resource in developing pre-vocational teaching materials.

Occupational Education
Eye Gate House
146-01 Archer Ave.
Jamaica 35, N.Y.
9 filmstrips $35
I.L.:H.S.

Deals with various jobs. Occupations chosen are generally most appropriate for most capable students. Useful as a reinforcement material.

Occupational Education Materials for the Mentally Retarded
P.O Box 8074
Albany 8, N.Y.
Pictures: 8½x11
I.L.: Jr. High

Functional pictures on heavy paper for units of experience; self-care skills, duties in the home, communication, preparing for and getting a job, auto maintenance, food service (2 sets), hospital jobs (2 sets), 12 pictures per set. Ideas are excellent. Pictures themselves are somewhat immature in approach.

Pre-vocational Education (cont.)

Road Signs
Fern Tripp
2035 E. Sierra Way
Dinuba Calif. 93618
Cardboard - 1.25
I.L.:Jr.&H.S.

120 signs in authentic shapes. Actual color used. An inexpensive way to teach road signs. May be used for review of driver test. All signs may not be applicable to your state.

New Rochester Occupational Reading Series
Science Research Assoc.
259 E. Erie St.
Chicago, Ill. 60611 - 1963
Paper W.B. & H.B. Text
I.L.:Jr.&H.S., R.L.:2, 3&4, 4&5 (standardized reading test)

Revision of the Rochester workbooks which have enjoyed popularity for a number of years. Includes a teacher's guide for the first time. Concentrates on general approach to prevocational education. Generally, well designed and printed. Some pages crowded. Illustrations good. Series title: "The Job Ahead." Individual sections on:

1. Starting work
2. On the job
3. Keeping the job
4. Working for the city
5. Time out for leisure

Stories and materials are separate. Stories - hard bound. (One book for each level). Teacher's guide includes master lists of useful vocational words. Also lists guidance topics. Guide very well designed. Poor readers may have trouble with lowest level. Some rather abstract language exercises at each level.

Target Series
Mafex Associates, Inc.
Box 114
Ebensburg, Penna.
Paper
I.L.:Jr.&H.S. R.L.:4

A series of student texts, workbooks, and teacher's guides divided into 3 phases: 1) citizenship, 2) employment, 3) family living and business. Posters available for Employment Phases. Workbook for family phases emphasizes budgeting. In all phases, ideas are developed through interesting stories designed to appeal to teenagers.

Teenagers Prepare for Work
Mrs. Esther Carson
18623 Lake Chabot Rd.
Castro Valley, Calif.
Paper W.B.
I.L.:H.S. - R.L.:4

Books I & II - Workbooks written around general prevocational situations. Good in a high school or terminal jr. high program.

READING - DEVELOPMENTAL

Adult Education Series
Noble and Noble
67 Irving Pl.
New York City, N.Y. 10003
I.L.:H.S.
1. From Words to Stories
2. How We Live
3. Your Family and Your Job

Prepared for the adult literary programs. Approach a bit fast and abstract.

Dolch Materials
1960 - School Edition, Handbook
Garrard Press
Champaign, Ill.
I.L.:Int.&Jr.High

An extensive list of teaching aids for reading. Widely used by remedial reading teachers. Book topics may seem remote to the retarded child. Games are good motivators.

Easy Reading Series
Benefic Press
Beckley Cardy Co.
1900 N. Narragansett St.
Chicago 39, Ill.

All levels. A publisher of high interest, low vocabulary books.

Reading Aids Through the Grades
Bureau of Publications
Teachers College, Columbia University
New York City, N.Y. 10027
Spiral bound.
Teacher use.

A description of 300 developmental reading activities. A very good source book that has had wide popularity for many years. (A companion publication, *Listening Aids Through the Grades*, is available from the same source).

Cowboy Sam Series

Three books at each level (PP-3). 15 books in all. Interest level up to 3 years above reading level. Western adventures.

Bucky Button Books

Two or more books at each level (PP-3). 12 in all. High interest, up to 3 years above reading level. "Blue Collar" family.

Air Age Books

About rockets, the moon, etc. Two on 2nd grade level, three on 3rd grade level. Interest level 3 years higher.

What Is It Series

Science series. 30 books in all, from 1st to 6th grade reading levels. Filmstrips may be ordered for above books.

Dan Frontier Series

6 books, pre-primer through 3rd grade. High interest stories of adventures on American Frontier.

(Most of these series have been overused or misused and may be rejected by students who have had contact with them).

Reading Skill Builders
Readers Digest Educational Department
Pleasantville, New York
Paper
I.L.:Int., Jr.&H.S., R.L.:2-8, 2-5.

Simple interesting stories with reinforcement material. Three books at each grade level. Teacher's manual available for each grade level. Also Adult Education Readers I-II. (Readers are not monthly periodicals).

READING - INDEPENDENT

American Adventure Series

Wheeler Publishing Co.
161 East Grand Ave.
Chicago, Ill.
I.L.:Jr. H.

Adventure stories about such men as Kit Carson, Daniel Morgan, Dave Crockett, etc.

3 books - 2nd gr. level) For
3 books - 3rd gr. level) advanced
4 books - 4th gr. level) readers at
3 books - 5th gr. level) each level.
Teacher's guide for each book.

Books fairly well written. May be useful for independent work. May require considerable motivation.

Arrow Book Club

Scholastic Book Service
904 Sylvan Ave.
Englewood Cliffs, N.J.
I.L.:H.S. - R.L.:5+

Paperbacks in a number of titles. Some are within the reading and interest levels of better readers.

Frontiers of America Books

Children's Press, Inc.
Jackson & Racine
Chicago 7, Ill.
1.88 net ea.
I.L.:Jr.H. - R.L.:3+

A series of 13 titles with a teacher's guide (1.00). May be useful as supplementary material for social studies. Topics may prove to be too unrelated for independent reading.

Lucky Book Club

Scholastic - (see Arrow Book Club)
I.L.:Int & Jr.H. - R.L.:2-4

Paperbacks in many interest areas. Some may appear to 13 to 15 year olds. All are easy to read.

Modern Adventure Stories

Rowe Peterson & Co.
I.L.:Int. & Jr.H. - R.L.:3-5

An excellent series on a great number of topics. Better readers may enjoy as independent reading.

Pacemaker Story Books

G.R. Crosher
Fearon Publishers, Inc.
828 Valencia St.
San Francisco, Calif. 94110
Paper - .75 ea.
I.L.:Int., Jr.&H.S. - R.L.:3+

Uncle Bill Comes Home
Mystery Cottage**
Trail to Adventure
The Strange Artist**
Island Adventure**
Around the Town

Fairly short - 48-64 pp. A good series for independent reading. The mystery books** are done well. The others may not be as acceptable for ages 14-16.

Teen Age Book Club

Scholastic - (see Arrow Book Club)
I.L.:Jr.&H.S. - R.L.:4+

Paperback selections which are very good for those who can read them.

Teen Age Tales

D.C. Heath & Co.
180 Varick St.
New York City, N.Y. 10014
I.L.:H.S. - R.L.:4+

Excellent. Teen age activities and problems. Reader has opportunity for self evaluation. Good for independent reading. About 8 volumes.

-- This project is made possible by Training Grant No.483-T-65 from the Vocational Rehabilitation Administration, Department of Health, Education and Welfare. Project Coordinator - Professor W.J. Younie.

Department of Special Education
Teachers College, Columbia University
New York City, New York

Experimental Teaching Project
"Rehabilitation Content in Special Education"

-- Working on the Rehabilitation Team --
An Aid to Understanding Psychological Terms*

The teacher may be required to determine specific program needs for a child on the basis of psychological reports and recommendations. At times the terms used in these reports may be unfamiliar or may be used in a way that is specific to the field of psychology. In the absence of a psychological dictionary, the following terms may be helpful.

Acting out. Overt expression of unconscious feelings.

Acute situational or stress reaction. An acute emotional reaction related to extreme environmental stress.

Adaptation. Act of conforming one thing to another.

Adjustment. Adaptation of the individual to his environment.

Affect. Subjective qualities of feelings or emotion.

Affective psychosis. Severe disorder of moods; manic depressive psychosis.

Aggression. Action carried out forcefully: attack may be verbal, physical or symbolic.

Agitation. A state of chronic restlessness.

Agnosia. Loss of specific mental faculties.

Ambivalence. Coexistence of opposing emotions toward an object.

Amnesia. Pathologic loss of memory.

Anaclitic. Depending upon others, especially infant on mother.

Anxiety. Feeling of apprehension, the source of which is unrecognized.

Apathy. Insensibility; want of feeling.

Aphasia. Loss of ability to pronounce or comprehend words due to organic brain disorder.

---

*Adapted from: Physician's Guide to Psychiatric Tests and Terminology, Bloomfield, New Jersey: The Schering Corporation, 1958.

Apperception. Perception with understanding.

Apprehension. State identified with fear of impending danger.

Association. Coordination or relationship between ideas or emotions, free or induced.

Aura. A premonitory subjective sensation, as in epilepsy.

Autoerotism. Sensual self-gratification.

Autosuggestion. Suggestion coming from the individual himself.

Behavior. Action of the individual as a unit.

Birth trauma. The psychic shock of birth.

Blocking. Difficulty in recollection due to unconscious emotional factors.

Catalepsy. A condition in which the body or limbs remain in any position in which they are placed.

Catatonia. A type of schizophrenia characterized by immobility.

Catharsis. The "talking out" of conscious material and the release into awareness of repressed material, combined with appropriate emotional reaction.

Character analysis. Analysis of the defenses and personality traits that characterize an individual.

Character disorder. Unhealthy patterns of behavior and emotional response that are socially disapproved and accompanied by outward evidence of anxiety.

Cognitive. Referring to the mental processes of memory, reasoning, comprehension and judgment.

Compensation. An unconscious mechanism by which the individual tries to make up for fancied or real deficiencies.

Compulsion. An irrisistible urge to perform an act that is contrary to one's better judgment or will.

Conative. Pertains to will power of the individual as expressed by his actions and behavior.

Conflict. The conscious or unconscious clash between two emotional forces.

Confusion. Lack of orientation inrespect to time, place and person.

Defense mechanism. Unconscious intrapsychic processes employed to resolve conflicts or anxiety.

Delirium. Mental disturbance marked by confusion and disorientation.

Delusion. A false belief that cannot be corrected by reason.

Dementia praecox. Obsolescent descriptive term for schizophrenia.

Denial. Unconscious defense mechanism used to allay anxiety and to resolve conflicts by denying existence of important elements.

Depersonalization. Feelings of unreality concerning self or environment.

Depression. A morbid, unrealistic sadness; different from grief that is realistic and proportionate to the loss. It may vary in depth from neurosis to psychosis.

Deterioration. The progressive disintegration of intellectual and/or emotional functions in psychoses.

Displacement. An unconscious defense mechanism in which an emotion is transferred from its original object to a more acceptable substitute.

Dissociation. An unconscious defense mechanism; a splitting off.

Distortion. A prime mechanism that helps to repress and disguise unacceptable thoughts.

Drive. A basic urge; motivation.

Dynamics. The determination of how behavior patterns or emotional reactions develop.

Echolalia. The repetition of words or groups of words.

Echopraxia. Automatic repetition of movements.

Eidetic image. Vivid mental image. It may be a dream, memory or fantasy.

Emotion. A subjective feeling such as love, hate, fear, anger, grief.

Empathy. An objective awareness of the feelings and behavior of another person.

Euphoria. An exaggerated feeling of well-being not in keeping with the apparent event or stimuli.

Fetishism. Loving something that serves as a substitute for the original object or person.

Fixation. The suspension of psychosexual maturation.

Fugue. A state of personality dissociation characterized by amnesia and actual physical flight from the environment.

Functional illness. Illness of emotional origin in which structural or organic changes are either non-existent or developed as a result of prolonged emotional stress.

Hallucination. A false sensory perception of an external object when no object is present. It may occur in any of the five senses.

Hebetude. Emotional dullness or disinterest.

Hyperkinesis Excessive muscular activity.

Hypnogogic. Intermediate state between waking and sleeping.

Hypochondriasis. Persistent overconcern with the state of physical or emotional health accompanied by bodily complaints without apparent organic pathology.

Hysteria. Condition resulting from emotional conflicts. Manifested by dramatic physical symptoms. Characterized by immaturity, dependency and the use of defense mechanisms of conversion and dissociation.

Idealization. An unconscious overestimation of an admired attribute of another.

Identification. An unconscious mental mechanism by which an individual tries to pattern himself after another.

Illusion. Misinterpretation of a real, external experience.

Imago. An unconscious, usually idealized image of an important person in the childhood of the individual.

Impulse. A psychic striving.

Incorporation. An unconscious mental mechanism in which a person or parts of a person are symbolically ingested and assimilated.

Inhibition. Unconscious interference with or restriction of instinctual drives.

Integration. The useful organization of old and new experience, data, and emotional capacities into the personality.

Intelligence. The potential ability to understand, recall, mobilize and integrate constructively previous experience and learning in meeting new situations.

Introjection. An unconscious mental mechanism whereby loved or hated objects are taken within oneself symbolically. The converse of projection.

Introversion. Preoccupation with oneself.

Lability. Rapidly changing emotions.

Malingering. Feigning illness.

Mania. A mental illness characterized by acceleration of speech, though and bodily movements, excitability and mood elation.

Manic-depressive psychosis. A major mental illness marked by severe mood swings.

Manifest content. The remembered material of a dream, fantasy, thoughts or feeling.

Masochism. A form of sexual perversion in which pleasure is derived from suffering physical or psychological pain.

Megalomania. A syndrome marked by grandiose thoughts of self-importance, power or wealth.

Melancholia. Pathological dejection, usually psychotic.

Milieu. Social setting; environment.

Motor abreaction. The living out of an unconscious impulse through motor or muscular expression.

Mutism. The state of being mute due to psychic causes.

Narcissism. A degree of self-interest that is normal in childhood, but pathologic in adulthood.

Narcolepsy. Uncontrollable, short periods of sleep.

Negativism. Resistance to suggestion or advice.

Neurasthenia. A nervous disorder characterized by abnormal fatigability.

Neurosis. An emotional illness due to unresolved unconscious conflicts with minimal loss of contact with reality.

Nihilism. The delusion of nonexistence of the self or part of the self.

Obsession. Persistent, unwanted impulse or idea that cannot be eliminated by reasoning.

Organic psychosis. A mental illness resulting from organic pathology of the brain.

Orient. To know oneself in relation to time, place and person.

Orthopsychiatry. Psychiatry concerned with the study of children.

Overcompensation. The process in which a deficiency inspires exaggerated correction.

Panic. An acute attack of intense, overwhelming anxiety with a large degree of personality disorganization.

Paranoia. A rare, slow-developing psychotic disorder; to be distinguished from paranoid state and paranoid schizophrenic reactions.

Paranoid state. Characterized by paranoid delusion but not as systematized as in true paranoia nor so bizarre as in schizophrenic paranoid reactions.

Personality. The sum total of the individual's internal and external adjustments to life.

Personality disorders. Broad term for abnormal personality structure.

Preconscious. Referring to thoughts that can be recalled by conscious effort.

Projection. An unconscious mental mechanism whereby that which is emotionally unacceptable in the self is rejected and attributed to others.

Psychiatry. The medical science that deals with the origin, prevention, diagnosis and treatment of disorders of the mind.

Psychodrama. A technique of group psychotherapy in which individuals dramatize their emotional problems.

Psychodynamics. The science of motivation and human behavior.

Psychology. A science dealing with the study of behavior and the mental processes in man and animal.

Psychometry. Tests and measurements of potentials, efficiency, ability and functioning, including psychopathologic components.

Psychomotor excitement. Generalized emotional and physical overactivity in response to stimuli.

Psychoneurotic disorders. Emotional maladaptations due to unresolved unconscious conflicts. Common types are anxiety neurosis, conversion hysteria, dissociative reaction, obsessive compulsive neurosis, phobic reaction, reactive depression.

Psychopath. A person whose behavior is predominantly antisocial or amoral with minimal outward evidence of guilt or anxiety. At times used interchangeably with psychopathic personality.

Psychosexual. Sexuality as it manifests itself in the mind from birth to adult life; libidinal development.

Psychosis. A severe emotional illness in which there is a departure from normal patterns of feeling, thinking and acting.

Psychosomatic. Adjective to denote inseparable interaction of the psyche (mind) and the soma (body).

Psychotherapy. Treatment based primarily upon verbal or nonverbal communication with the patient.

Puerilism. Childishness.

Rapport. Harmonious relation.

Rationalization. A mental mechanism, operating unconsciously, in which an individual attempts to justify or make consciously tolerable by plausible means, motives, feelings or behavior that would otherwise be intolerable.

Reaction formation. An unconscious mental mechanism wherein behavior and attitudes are adopted that are the antithesis of impulses the individual disowns consciously or unconsciously.

Recifivism. The repetition of delinquent or criminal acts by the same offender.

Regression. The readoption of more infantile ways of gratification.

Repression. An unconscious mental mechanism in which unbearable ideas are involuntarily related into the unconscious, where they are not subject to voluntary recall but may emerge in disguised form through utilization of one of the various defense mechanisms.

Resistance. An individual's massive psychologic defense against bringing repressed thoughts into awareness, thus avoiding anxiety.

Retrospective falsification. Unconscious distortion of past experiences to conform present emotional needs.

Rigidity. The individual's great resistance to change.

Sadism. Pleasure derived from inflicting physical or mental pain on others.

Schizoid. Adjective describing traits of introspection, shyness and introversion.

Schizophrenia. A severe psychosis marked by a retreat from reality with formation of delusions, hallucinations, emotional disharmony and regressive behavior.

Scotoma. A figurative blind spot in an individual's psychologic awareness.

Secondary gain. The external gain derived from any illness; for example, attention, disability payments, etc.

Sensorium. Roughly the state of mental clarity at a given time.

Sociopathic. Out of conformity with society and prevailing culture.

Stereotypy. The unvarying and constant repetition of any action.

Stupor. A state in which the individual appears to be unaware of his surroundings and does not react to them.

Sublimation. An unconscious mental mechanism by which unacceptable drives are diverted into personally and socially acceptable channels.

Substitution. An unconscious mental mechanism by which an unacceptable or unattainable goal, object or emotion is replaced by one that is more acceptable or attainable.

Suggestion. The production of a condition or state in a person by imparting to and idea from without.

Suppression. Conscious effort to overcome unacceptable desires or thoughts.

Surrogate. A substitute person.

Symbolization. An unconscious mental mechanism whereby one object or idea is represented by another.

Talion. Punishment equal to and like the injury.

Trauma. Physical or psychological injury.

Undoing. An unconscious defense mechanism in which something already done but unacceptable is symbolically acted out in reverse.

Verbigeration. When language becomes stereotyped it is called verbigeration.

Volubility. Overproductivity in speech.

Word salad. A mixture of words and phrases lacking comprehensive meaning.

- This project is made possible by Training Grant No. 483-T-65 from the Vocational Rehabilitation Administration, Department of Health, Education and Welfare. Project Co-ordinator, William J. Younie.

10

HARVARD GRADUATE SCHOOL OF EDUCATION
CENTER FOR RESEARCH & DEVELOPMENT
CAMBRIDGE, MASSACHUSETTS 02138

The slides which you are about to see were prepared as part of a filmstrip on the education of the mentally retarded in a rehabilitation oriented curriculum.

Please look at each slide carefully and write a short caption for it. Captions need not be complete sentences. If you cannot think of a caption in the time provided please move on to the next slide. If you wish to ask a question or make a comment as the slides are shown please feel free to do so.

The captions will be discussed.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Department of Special Education
Teachers College, Columbia University
New York City, New York

Experimental Teaching Project
"Rehabilitation Content in Special Education"

COUNSELING EXERCISE

The substance of an actual interview between Tommy and his counselor is reported below. Tommy is in a special class for the mentally retarded in a local public junior high school. He is 15½ years of age and is beginning to discuss his career plans. His social adjustment is adequate; his appearance is satisfactory; and his IQ is 70 (obtained on a Wechaler Adult Intelligence Scale). He comes from a middle-class family. His parents are both college graduates. He has a younger sister who is intellectually in the normal range. The father is employed as an expediter by a firm that is working on government space-age contracts. Tommy has asked to see the teacher to discuss vocational problems.

In the interview, Tommy's responses are given in full, but the teacher's responses are left blank. Please fill them in. Assuming that you are counseling this student, what would you say to him after each of his responses? Select the alternative from the four given that you prefer even though you might not actually prefer to use any of them. In other words, which response is the best for the teacher to make in each case? Write the appropriate letter in the blank space after work "Teacher" in each response.

1. Tommy: People say I ought to be something when I get out of school, that is, when I'm ready. So, I have been thinking about what I would like to be. You know, it isn't easy to pick out a job. People say I should be sure it's a job where I can make a lot of money. There's nothing wrong with that, is there? Well, maybe I want a job where people would look up to me too.

1. Teacher:________

   a. What do you think you would like to be?
   b. Almost all boys your age begin to think about a career. Usually, we are able to give them help in this.
   c. In our society, making money and having people look up to you are important things to many young people. We all want the best things in life.
   d. You're wondering if there is more to a job than making good money and doing what people say you should.

2. Tommy: I know I haven't been so good in school but I've been trying to do better. I think that they have me in the wrong class. I know that I can do better than these other kids. I should be in a regular class. That's where I belong.

2. Teacher: ________

   a. You feel that you're no different than any other student in this school.

b. Your record here at school shows that you're in the best class for you. We've had a lot of experience with students, in general, and with you, in particular, and we feel that it would be unwise to change your class at this time.
c. What makes you feel that some other class would be better?
d. We've given you tests and watched you at school. The fact is, all things considered, that you are in the right class.

3. **Tommy:** The other kids in this class are different from me. They don't care what happens to them. They don't mind working as a messenger, a dishwasher,or an elevator man. That's okay for them. They're stupid. But, I want to make something of myself. I don't want to work with my hands at some dirty job the rest of my life. But, if I stay in this class, that's what's going to happen to me.

3. **Teacher:**______

a. There are some students in this class who are as capable as you and, furthermore, some of them are planning to go into types of work other than those you mentioned.
b. Well, what makes you feel better than the other students in this class?
c. Don't you think that you should accept the things that you can and cannot do? Each of us is different and you shouldn't try to work at things that aren't suitable for you. If you do, you won't be successful no matter how hard you try.
d. You feel that being in this class is going to hold you back from being what you want to be.

4. **Tommy:** What will the people at college say when they find out I went to school with these kids? I am not going to stop here. I want to get a college education. That's important to my parents and to me. But, if you keep me here, I'll never be able to do it. Why do you keep holding me back?

4. **Teacher:**________

a. Some people never go on to college and they lead perfectly good lives. If I were in your place, I'd realize that the odds are very much against going to college and I'd settle for something more realistic.
b. You feel that this school is preventing you from getting into college.
c. What makes you feel that you could succeed in college?
d. The school isn't holding you back. If a student is capable of going on to college, we put him in the college prep course. However, your reading isn't good enough for that and neither is your arithmetic. Until you can meet the reading, writing, and arithmetic requirements, we can't place you in the college prep course.

5. **Tommy:** See, that's what I mean. You're holding me back. I'll never be able to get anywhere. I'm not stupid or anything. I just fell behing in my work and the school never helped me. Anyway, that's what Mom always says. It's not my fault if the school doesn't do its job, is it?

5. **Teacher:**______

a. Your mother is disappointed because the school hasn't been able to bring your work up to the regular class standard.
b. When were you able to do work as good as students in the regular classes and when did you start to fall behind?
c. Some people naturally have trouble with school work. When this happens, they become disappointed and they may blame others for it. I wonder if this is the case with you.
d. I've gone over your record very carefully as I do with all students in this class. From what has been written there by all your teachers, it seems that you were having trouble even as far back as the first grade.

6. **Tommy:** I know I could do it if you'd only give me a chance. My Mom says it's very important. I gotta get out of this class. They're too slow for me. The job I want to get is for smart people and this class isn't making me any smarter. If you make me stay here, I'll never learn the things I need to know to make good in this kind of work.

6. **Teacher:**________

a. What kind of work do you want to do?
b. I wonder if you're thinking about a job which is out of your reach. All of us have different abilities. Not everyone can succeed in all jobs but there are many different jobs that each of us can succeed in and be happy in. We could find a job that will be right for you.
c. The kind of job you're planning for requires college training and you're worried that you won't get into a college if you stay in this class.
d. The students in this class have a very good chance to learn the things they need for suitable jobs. As you know, we spend a lot of time talking about jobs, taking field visits to see jobs, and even trying out for them. In other types of classes, you wouldn't have this advantage.

7. **Tommy:** I don't care what anyone says, I'm going to be an engineer. I saw those engineers and they're great. Boy, nothing stops them. They get on those big cranes and away they go. Man, oh, man, what a job. It's the greatest. That's for me.

7. **Teacher:** ______

a. If you could be an engineer it would give you the feeling of being someone who counts.
b. Do you really know what an engineer does?
c. Engineers have other duties. You should know that engineers have to know a great deal about very complicated mathematics and have to figure out very complicated things. They have to be good at science and they must be able to read much better than you can.
d. I think that you want to be an engineer not because you think that you can do it but because it seems romantic and manly.

8. Tommy: The people in this school don't care what happens to me. But, that's not going to stop me. Whether you like it or not, I'm going to be an engineer. Just you try and stop me. I know where to go for help. I know a place. This school is creepy anyway. I'm going to the rehabilitation office. They know what's right and they won't try to stop me.

8. Teacher:________

a. What do you think the rehabilitation office can do to help you?
b. You're just trying to run away from the problem. Now, look at it this way. There is very little chance that you can become an engineer. Instead of facing that fact and accepting it, you're going to try to run some place else. Do you think that it's really going to change things?
c. It seems to you that the school has let you down. You hoped that we would go along with your plan and now that we haven't, you feel that we're not interested in you.
d. The rehabilitation office will be in touch with us as soon as you apply there. They'll ask to see your test records and, then, your grades. When they see what you've been doing, they probably won't be any more encouraging than we have been.

9. Tommy: I met the rehabilitation counselor, He's a nice guy and you know what he told me? He said, "Tommy, if you want to be anything in the work badly enough, you can be that." Boy, he's smart. He really knows how a fellow feels. He'll help me to become an engineer. I don't need you.

9. Teacher:_______

a. Are you sure the rehabilitation counselor said that?
b. It made you feel very happy to find someone else who agreed with you that you could be an engineer.
c. A rehabilitation counselor would never say a thing like that.
d. Just because you want to believe that you can be an engineer, you probably think you heard him say that. People often hear what they want to hear.

10. Tommy: I'm tired of people telling me all the time what I can't do. Don't you think I ought to get some encouragement? There's nothing wrong with what I want but all I get from you are arguments. You must want to prove that you're right and I'm wrong. It's always been "Tommy, do this" and "Tommy, do that." I'm sick of it. I want to go somewhere where they'll treat me like a man.

10. Teacher:_______

a. No matter where you go, people will treat you like a man when you behave like a man.
b. We've always treated you like a man.
c. How do you feel that we ought to treat you?
d. Now that you feel like a man, you want people to agree with your ideas and not question them.

This project is made possible by Training Grant 483-T-65 from the Vocational Rehabilitation Administration, Department of Health, Education and Welfare.
Project Co-ordinator, Dr. W.J. Younie.
The "Counseling Exercise" was developed by the Project Consultant, Professor Herbert Rusalem.

Department of Special Education
Teachers College, Columbia University
New York, New York 10027

Experimental Teaching Project
"Rehabilitation Content in Special Education"

REHABILITATION PROBLEM CHECK LIST

The following problems are common in vocational rehabilitation. We are interested in knowing how many of these problems you encounter in your every day work.

Place a check to the left of each of the following statements that represents a problem to you.

Your
Problems

___ 1. Sheltered workshops for my students in my community are inadequate or non-existent.

___ 2. Rehabilitation counselors prefer to work with the more capable students only.

___ 3. I have not been successful in making referrals to the State Vocational Rehabilitation services.

___ 4. I do not know enough about local rehabilitation resources.

___ 5. Local rehabilitation resources are so limited that referrals are useless.

___ 6. The State Vocational Rehabilitation counselor in my district is not interested in Mental Retardation.

___ 7. Parents are not co-operative in making and implementing rehabilitation plans.

___ 8. Little feedback about referred students from rehabilitation counselors.

___ 9. Local rehabilitation counselors are not effective in working with my students.

___ 10. Guidance counselors in my school prefer not to work with exceptional children.

___ 11. I feel too uninformed to challenge the decisions of State Rehabilitation Counselors in regards to my students.

___ 12. There is too much red tape in the local school system before a referral can be made.

___ 13. The waiting list at the State Rehabilitation Agency is so long that it is easier to place students myself.

___ 14. Not enough school time is given me to make placements and do follow-up.

___ 15. State Rehabilitation Counselors complain that our teachers don't prepare pupils well enough.

___ 16. The local state rehabilitation counselors prefer to work with the physically handicapped.

___ 17. Counselors don't like to work with multiply handicapped as it adversely effects their number of cases successfully rehabilitated.

___ 18. There is no work experience program to which to send my students.

___ 19. The local high school program does not provide facilities for an adequate work study program.

___ 20. I am not able to change curriculum enough to really say I have an effective work training program.

___ 21. Parents resist efforts to place students in menial jobs.

___ 22. There is very little industry in my area.

___ 23. The local vocational schools reject my students.

___ 24. The state employment service does little to place my students.

___ 25. I have no funds to pay students on school work stations.

Please list by number three of the above problems which cause you the greatest concern.

1.
2.
3.

Department of Special Education
Teachers College, Columbia University
New York, New York 10027

Experimental Teaching Project
"Rehabilitation Content in Special Education"

SPECIAL EDUCATION PROBLEM CHECK LIST

The following problems are common in special education. We are interested in knowing how many of these problems you encounter in your every day work.

Place a check to the left of each of the following statements that represents a problem to you.

Your
Problems

___ 1. Lack of vocational placement assistance from the school guidance counselor.

___ 2. Lack of co-ordination between various levels of the school system's special class.

___ 3. Special subject teachers are reluctant to take exceptional children from my class.

___ 4. Regular grading system must be used.

___ 5. I must conduct my own music, art and other special activities.

___ 6. School principal indifferent to the special program.

___ 7. Higher salary for special education teachers causes resentment among my colleagues.

___ 8. Lack of statewide special education curriculum.

___ 9. Lack of consultant service from state supervisors.

___ 10. Poor pre-admission screening.

___ 11. Lack of local special education supervisor.

___ 12. Limited access to college faculty for help.

___ 13. Lack of local special education curriculum.

___ 14. Inadequate time for planning daily work.

___ 15. Lack of parent co-operation.

___ 16. Lack of frequent psychological testing.

___ 17. Lack of enough psychological counseling help for students.

___ 18. Records from previous teachers are poor.

___ 19. Lack of adequate equipment due to school economy.

___ 20. Supplies inadequate.

___ 21. Little help from guidance counselor.

___ 22. Class members not accepted by normal children.

___ 23. Some children in class do not belong as they are basically disturbed.

___ 24. Cannot find enough suitable reading materials.

___ 25. Generally isolated from rest of school.

Please list the five problems which you feel are most pressing. Use numbers only. List in order of importance.

1.___
2.___
3.___
4.___
5.___

Department of Special Education
Teachers College, Columbia University
New York City, New York

Experimental Teaching Project
"Rehabilitation Content in Special Education"

THE CONSIDERATION OF ELIGIBILITY AND FEASIBILITY

A. Paul was placed in a special class for the mentally retarded when he was eight years old. He was removed from this class when he was thirteen years old because it was decided that he really was not retarded but was emotionally disturbed. Paul spent the last three years in a slow section of the regular junior high school program. On the 12th of last month, Paul was 16. On the 13th of last month, Paul dropped out of school. He has been unable to find work and is a real problem at home. His special class teacher still has an interest in Paul and would like to help him. Can she assume that Paul may be eligible for vocational rehabilitation services? Why?

B. Charles is sixteen. He is in a special class and has been consistently diagnosed as being educable mentally retarded since he was nine years of age. He is a very pleasant boy who has no apparent personality or adjustment problems. He has had good academic training but has very little vocational preparation, as his special class is housed in an academic high school. The teacher is interested in exploring future placement for Charles. What possibilities might she investigate with the local vocational rehabilitation counselor?

C. Sandra is a senior in high school. She has always been a poor student but has managed to "get by" in the regular program. Sandra's guidance counselor has heard of the state vocational rehabilitation service and plans to send Sandra to this agency. He feels that they may help Sandra who wears glasses and whom he feels will never obtain work without considerable help. What additional information will the vocational rehabilitation counselor need before he can determine whether or not Sandra is eligible for his service?

D. Anthony is considered to be trainable mentally retarded. He is nineteen and is still attending a special public school. His teacher likes him and feels he is a good student. The teacher is worried about Anthony's future and would like the local vocational rehabilitation office to help him. The office, however, has implied that they cannot help Anthony as their funds are limited and they have decided to devote their efforts to rehabilitating the educable mentally retarded. Do you feel that the office can make such a decision since it is supported by public funds?

E. John is fifteen. He is considered by the school to be mentally retarded and emotionally disturbed. The opinion of the school evaluation team is that John will never enter competitive employment as his handicaps are too numerous. There is extreme doubt that he will even be able to be maintained in a sheltered workshop as he is becoming more difficult to handle as he grows older. In fact, the school is on the verge of expelling him. The school does have a cooperative program with the local vocational rehabilitation office which permits counselors to work with students as young as 14 years. Does it make sense to refer John to the rehabilitation counselor? If not, why not?

F. Anne comes from a family of means. In her last year of college, Anne received severe injuries in an automobile accident which made it impossible for her to work. Anne is considered eligible for vocational rehabilition by the state agency and it has been discovered that radical new surgical technique will, if successful, make it possible for her to work. She is quite willing to pay part of the cost of this surgery but cannot pay it all. The state agency, however, refuses to pay the remainder. Why do you think this decision was made?

* This project is made possible by Training Grant No. 483-T-65 from the Vocational Rehabilitation Administration, Department of Health, Education and Welfare. Project co-ordinator: Professor William J. Younie.

15

The attached discussion material was used in the course, "Introduction to Rehabilitation", to elicit opinions on matters of concern to the disabled. It was found to be most effective and future use is planned.

TE3042

Class Discussion on Legislative Proposals

Directions

The passage of legislation on behalf of disabled persons is a developmental process. Each new law solves a problem and underscores others that remain unsolved. Despite the rich legislative resources currently available, there is ample room for change, revision, amendment, or even new laws. Listed below are some problem areas. In each case your group should indicate whether legislation will be helpful in solving the problem. If yes, what type of legislation would your group recommend? If not, why does your group feel that legislation will not be helpful?

Case 1: Most schools function under legislation which limits severely or actually forbid students to earn money in school activities. As a result, few, if any schools, have developed sheltered workshop programs for retarded and other exceptional children. Do you believe that it would be desirable for some schools to conduct sheltered workshops as part of the school program for exceptional children? Can problems of employer-employee relations, workmen's compensation, relations with employers, etc. be solved or would it be better for the sheltered workshop to be conducted off the school grounds under the auspices of the community agencies? If you were recommending legislation on this matter, what kind of a bill would you propose?

Case 2: Some organizations for the disabled claim that a disability makes it more costly to live in our society. For example, they may absolutely need a telephone in the house, they may wear out their clothing more quickly due to abrasions by braces and crutches, they may not be able to take advantage of sales, etc.. Since their cost of living is higher, they claim that they should be given some relief through legislation. Do you agree that they should receive some special legislative consideration? Why? What type of legislation would you recommend?

Case 3: Some disabled individuals could benefit from rehabilitation services but they do not feel motivated to seek out and use such services. This non-motivated group may be receiving special assistance from the community such as welfare department grants, social security, workmen's compensation payments, employers' gifts, etc.. Some members of the community feel that such individuals should receive such community assistance only if they willingly and wholeheartedly embark upon a rehabilitation program. If they refuse, say these community members, community help should be withdrawn from them. Would you favor legislation implementing this principle? Why? If you favor legislation, indicate the type of legislation you would support.

Case 4: Some centers for disabled and retarded children conduct rehabilitation programs which are, to some degree, educational in nature. Yet, such centers have many of their educational activities functioning outside the control of the public and private schools in the community. Is this desirable? Why? Legislatively, it may be difficult for schools to participate in such center programs as things stand now. Would you recommend any new legislation? If yes, please indicate the type.

Case 5: Most disabled persons who work in sheltered workshops earn very limited income. Not infrequently, their weekly earnings are $10 to $20 a week. Yet, these individuals may be highly motivated and may work very hard. Their actual earnings tend to condemn them to a life of abject poverty. Do you feel that legislation should be passed guaranteeing them a minimum standard of living through workshop earnings? Why? What would be recommended as the provisions for such legislation?

Case 6: The tide of automation is sweeping over many jobs that would ordinarily be available to retarded and disabled individuals. Currently, there is a pool of some four million unemployed persons consisting in large part of non-disabled individuals competing for the same jobs as exceptional individuals. One area in which the number of employees seems to be growing at a satisfactory pace is that of government service. It has been suggested that retarded and other disabled persons should be given priority in application for civil service jobs and special consideration in hiring. Do you favor this step? Why? What type of legislation, if any, would you favor concerning this matter?

The rehabilitation team is an extremely important concept to introduce to the teachers participating in the project. It is felt that teachers will work better on the rehabilitation team if they first make optimum use of the educational team that functions in every school. The discussion material presented here is used to help teachers think about their role on the educational team.

Department of Special Education
Teachers College, Columbia University
New York City, New York

Experimental Teaching Program
"Rehabilitation Content in Special Education"

TE 3042

Professor W.J. Younie

Please complete each of the following sentences. If you have not had the experience called for, please move to the next item.

1. My greatest problems with psychologists have been:

2. If I were able to speak about special education to a group of physicians, the first thing I would tell them would be:

3. In my opinion the school guidance counselor would be more helpful if:

4. The greatest problems I have had with the school nurse have been:

5. I would like to see my school administrator develop an attitude toward exceptional children which would permit him to:

6. Specialists in speech usually give me problems in:

7. In order to help teachers more, I think that the school psychologists should:

8. The greatest complaint I have about the occupational therapist is that:

9. I think that it would be easier to plan a school program for the handicapped if doctors would:

10. The physical therapist presents problems to my teaching program only when:

11. The most outstanding problems I have with teachers of normal children are:

12. I think the school social worker could be more effective with my students if she could overcome the problem of:

13. I only wish that our school had a ____________________ and more ____________ ____________ to assist teachers of exceptional children.

Since the time of the project sessions is limited, a number of materials have been prepared to stimulate teachers to find answers to specific questions after the completion of the course. The material on resources helps teachers to think of vocational rehabilitation assistance by giving them an opportunity to review their knowledge of general resources.

Department of Special Education
Teachers College, Columbia University
New York City, New York 10027

Experimental Teaching Program
"Rehabilitation Content in Special Education"

Rehabilitation Resources (General)

There are many rehabilitation resources which exist in our own communities or are available nationwide. Unless we use these resources, however, we tend to forget about their existence. The following exercise has been designed to help you remember your personal store of rehabilitation resources. If your storehouse is not too full, please do not be concerned. An answer sheet is available and will be distributed. Please complete as many of the following items as you can.

1. Vocational training is required but the counselee cannot afford it. ______________________________

2. A disabled elementary school child has few opportunities for playing with other children. His mother would like him to have weekend recreational experiences with other handicapped children. ______________________

3. An orthopedically handicapped high school youngster gives promise of succeeding in his chosen college. However, he does not have the funds, the vocational rehabilitation agency will not give him assistance because it disapproves of his objectives, and the college he has selected has no provision for financial aid. __________________
____

4. You would like information on the state regulations concerning programs for the emotionally disturbed and socially maladjusted in high schools. __________________
____

5. A deaf person is interested in attending a college where he will not be handicapped by his physical condition.
____

6. A cardiac needs to have his work capacity evaluated.
____

7. You are starting a coordinated service for cerebral palsy in your town. Where might you obtain aid in establishing standards of service and personnel?

   ____

8. You would like to locate a clinic for the evaluation of a mentally retarded child. ______________________

9. The parent of an emotionally disturbed child apparently needs the support of parents of similarly handicapped children. ______________________________

10. You would like to find a rehabilitation program devoted to the problems of orthopedically handicapped children.

    ____

11. A handicapped person has been trying to find a job without success. He has had several trials in industry, but in each instance he has not been able to meet the production standards required for minimum wages of 75¢ an hour. Consequently, it would be profitable to employ him at 50¢ an hour, but employers are forbidden to do so under wages and hours legislation. What agency could help you with this problem? ______________________________

12. You would like to locate a facility which sends visitors into the homes of homebound children to provide them with diversional therapy. ________________________

13. A publication which contains information on the changing nature of occupations. ________________________

14. A national professional organization for workers in the field of rehabilitation regardless of the discipline to which they belong. __________________________

15. A periodical which deals exclusively with cerebral palsy.

    ____

16. You teach a class for the mentally retarded in which a boy has recently had his vision impaired. You need a source of large print books for reading instruction. ________

    ____

17. An organization which provides current information regarding legislation for the handicapped. ________________

18. A source of inexpensive publications on all subjects including many of immediate interest in special education and rehabilitation. __________________________________

19. You want to learn if a child has been served by other agencies. ______________________

20. You are looking for brief abstracts of articles pertinent to rehabilitation and special education. __________

____

21. The vocational potential of a child in your class would appear to be heightened if he could be fitted with a hearing aid, yet he has had little success with aids fitted by commercial firms. ______________

______________ ______________

22. A young adult has had a series of unsuccessful job placements and seems to need a resource which will give him some feeling of success while he builds work skills and attitudes. ______________________

23. You are interested in surveying the rehabilitation facilities of institutions for the mentally retarded in your general geographic area and wish to find the names of institutional superintendents.______________________

24. You are responsible for directing a rehabilitation workshop and wish to advertise a vacancy for an occupational therapist in a national medium.______________________

____

25. An 18 year old boy who has recently been discharged from a mental hospital appears ready for work but could benefit from supportive therapy during the initial stages of the work placement.

Rehabilitation Resources - Answers

1. State Department of Vocational Rehabilitation
2. Local Philanthropic League (In many areas)
3. Elks, Rotarians, Mens League (N.Y.C.), Local service clubs
4. State Department of Education, Special Education Section
5. Gallaudet College
6. Local hospital - cardiac work evaluation clinic
7. United Cerebral Palsy Association
8. Local unit of National Association for Retarded Children (A.H.R.C. in N.Y.C.)
9. League for the Emotionally Disturbed (N.Y.)
10. Blythdale (Valhalla, N.Y.), Hospital for Special Surgery (N.Y.C.), Haverstraw Rehabilitation Center (N.Y. State), Local rehabilitation hospitals.
11. State Department of Labor
12. Handicapped Children's Home Service, of the New York Service for the Orthopedically Handicapped
13. Occupational Outlook Handbook (See your local library)
14. National Rehabilitation Association
15. Cerebral Palsy Review
16. American Printing House for the Blind - Stanwix House Publishers
17. Council for Exceptional Children
18. Superintendent of Documents, U.S. Government Printing Office
19. Social Service Exchange
20. Rehabilitation Literature
21. Local League for the Hard of Hearing (N.Y. League), Local hospital clinics

Answers- continued

22. Local Sheltered Workshop

23. Directory of the American Association on Mental Deficiency, Appendix A

24. Employment Exchange, National Society for Crippled Children and Adults

25. Local Mental Health Society Center; Local hospital psychiatric clinics

1C

The philosophy questionnaire is answered individually in a small group setting. The small groups then try to discuss as many items as possible. After approximately 30 minutes of small group discussions, the opinions of these groups are shared in the large group setting.

Department of Special Education
Teachers College, Columbia University
New York City, New York

Experimental Teaching Project*
"Rehabilitation Content in Special Education"

Whether or not it is made explicit, a philosophy guides the course of rehabilitation and those who work in it. As in almost every other field, rehabilitation is constantly searching for a philosophy which will give its processes a richer meaning. Here are some ideas which might be components of a philosophy of rehabilitation. Do you agree with each of these beliefs? Why? Please select several which you feel should be considered in the large group discussion.

1. Because disabled persons have never had or have lost valuable functions, they are owed almost everything we can give them to overcome this disability. yes___ no___: ______________________________
____

2. Rehabilitation can help every disabled person. yes___ no___: ______________
____

3. If assisted, the disabled can be a valuable natural resource. As such, like all other natural resources, they should be cared for by the federal government. yes___ no___: ______________________________
____

4. Teachers of the normal child should share the responsibility for habilitating the handicapped child and special educators whould insist that this responsibility be met. yes___ no___: ______________________________
____

5. To make the disabled economically self-sufficient is the primary goal of rehabilitation. yes___ no___: ______________________________
____

6. It's not what's lost, but what's left that's important. yes___ no___: ______
____

7. It is the teacher's responsibility to counsel parents concerning the child's vocational placement potential as soon as this potential is discovered. yes___ no___: ______________________________
____

8. If by some magical process we could restore disabled persons to their original physical states, there would be no need for rehabilitation. yes___ no___
____

---

* This project is made possible by Training Grant No. 483-T-65 from the Vocational Rehabilitation Administration, Department of Health, Education and Welfare.

9. As the effectiveness of medical treatment and prevention grows, and as the availability of medical resources increases, it can be expected that the need for rehabilitation services will diminish. yes___ no___:____________
____

10. Everything that the teacher does in the classroom is, in a sense, prevocational in nature. yes___ no___:____

11. Rehabilitation is the democratic and decent thing to do, but some aspects of rehabilitation must be directive because someone must tell the patient what to do. yes___ no___:____
____

12. Where rehabilitation has not been helpful to a disabled person, it has been because the severity of physical disability has been so significant that we do not yet have the therapeutic tools with which to deal with it. yes___ no___:
____

13. Rehabilitation is fundamentally a medical process and should be offered in an institution which is primarily medical in character. yes___ no___: ________
____

14. Rehabilitation is fundamentally an educational process and should be offered in an institution which is primarily educational in character. yes___ no___:
____

15. The school should include vocational counseling and placement in its programs. yes___ no___:____

16. Teachers need to look to the rehabilitation counselor for curriculum direction, as he knows the placement problems of the handicapped. yes___ no___:_________
____

17. Rehabilitation should be offered without fee to all who can benefit from its services. yes___ no___:____

18. Disabled persons who are on welfare rolls and who could be helped by rehabilitation but refuse to accept service should be forced to be rehabilitated or have their welfare allowances withheld. yes___ no___:____________________
____

19. In view of the present limited resources which preclude our offering service to everyone who can benefit from it, our policy should be to limit service, wherever possible, to one of the following groups: a) those who ask for it: yes___ no___; b) those who are most disabled: yes___ no___; c) those who are least disabled: yes___ no___; d) those who are most likely to become economically self-sufficient: yes___ no___; e) those who will give relatively short periods of service: yes___ no___; f) those with minimal emotional disturbances: yes___ no___.

20. Rehabilitation is a service for adults. yes___ no___: ____________________
____

The second session of the course described here is in progress. The first session included 16 students representing seven states and all areas of disability except deafness. All participants are teachers of exceptional children. The second session includes 18 students with approximately the same background as the first group.

Department of Special Education
Teachers College, Columbia University

TE3042B
Introduction to Rehabilitation* Professor W. J. Younie

Course Description

This course is designed specifically to introduce special education teachers to the basic concepts of rehabilitation as they relate to the education of the handicapped.

Course Content

Session	
1	Introduction
2	Relationships between rehabilitation and special education
3	Philosophy of rehabilitation
4	Structure of rehabilitation agencies
5	Legislative concerns
6	The counseling process
7	Mid-term review
8	Introduction to the team
9	The team process
10	Sheltered workshops and institutions
11	Vocational information
12	Habilitation in schools and colleges
13	Rehabilitation of the socially deprived
14	Rehabilitation resources
15	Final exam

---

*This course has been developed in conjunction with the project "Experimental Teaching Program - Rehabilitation Content in Special Education". This project is made possible by Training Grant No. 483-T-65 from the Vocational Rehabilitation Administration, Department of Health, Education and Welfare.

Department of Special Education
Teachers College, Columbia University
New York, New York 10027

Experimental Teaching Project
"Rehabilitation Content in Special Education"

WORKSHOP EVALUATION

Name_______________________________

1. The workshop gave me the information I expected. yes___ no___
2. I would like to have additional information on vocational rehabilitation. yes___ no___
3. The workshop ideas will help me in my work. yes___ no___
4. The workshop was too theoretical. yes___ no___
5. The workshop hit a balance between theory and practice. yes___ no___
6. The workshop sessions were well planned. yes___ no___
7. I would prefer to have more group participation. yes___ no___
8. I would prefer to have less group participation. yes___ no___
9. I am now more aware of local rehabilitation resources. yes___ no___
10. The workshop was too short. yes___ no___

Please comment on each of the following aspects of the workshop.

1. Use of audio-visual materials -

2. Selection of content -

3. Helpfulness of ideas presented -

4. Change in personal viewpoint on vocational rehabilitation -

5. Presentations you liked particularly -

6. Presentations you disliked particularly -

Please feel free to submit on the back of this sheet any additional comments which you feel will be helpful in making positive changes in the way the workshop is conducted. Thank you for your co-operation.

21

This notice was used to announce the weekend conferences held for teachers of the older educable mentally retarded.

Department of Special Education
Teachers College, Columbia University
New York City, New York

Experimental Teaching Project
"Rehabilitation Content in Special Education"

INFORMATION ON SPRING CONFERENCES

As you know, the older handicapped pupil is the object of increasing educational concern. Mandatory legislation has stimulated the establishment of work experience programs in high schools. Community education programs have increased the number of vocational opportunities available to the graduates of these programs. Also, state vocational rehabilitation and employment agencies have increased their capabilities to serve the handicapped who are completing their education.

This concern is also evident in teacher education programs. In an effort to meet it, the Special Education Department of Teachers College, in cooperation with the Vocational Rehabilitation Administration, is conducting a project to assist teachers of exceptional children to become more aware of rehabilitation services and increase their ability to develop curriculum materials which will prepare pupils for optimal adult adjustment. The project is concerned with teachers of all types of exceptional children at all grade levels.

As one phase of the project three weekend conferences have been planned for teachers who live beyond easy commuting distance of New York City. These conferences will be held January 21-22-23, February 11-12-13, and April 1-2-3. At each conference approximately 25 teachers will gather at Greyston Conference Center in Riverdale, New York, for a series of informative sessions. A tentative program is enclosed.

We are seeking as conference participants, teachers who have a strong background in special education and a sincere interest in broadening their knowledge to include rehabilitation content and concepts. We expect most of the participants to be teachers of older children, but will invite teachers of lower level programs if they have a definite interest in learning more about what happens to the child after he leaves their class.

If you are presently teaching the physically handicapped or mentally retarded and wish to attend one of the weekend workshops, please complete and return the enclosed application as soon as convenient. Teachers who are selected for participation will be given room and meals. Transportation costs can also be paid in most cases. At present, applications can be accepted from the New England States, New York, New Jersey, and Pennsylvania only.

HARVARD [illegible]
CENTER FOR RESEARCH & DEVELOPMENT
CAMBRIDGE, MASSACHUSETTS 02138

The sample program has been used to interest school systems in sponsoring an in-service workshop on rehabilitation content. The content and length of the sessions are quite flexible but are given here in specific terms for discussion purposes.

Teachers College
Department of Special Education

Experimental Teaching Project
"Rehabilitation Content in Special Education"

Sample Program
In-service Workshop

The program outlined below is designed to be given in three two-hour sessions. The program can be presented in less time although its minimum length is four hours.

In order to provide as much stimulation as possible, the program includes a number of audio-visual presentations. While the use of various techniques will vary from group to group, it is generally necessary to have available, a 35 mm. slide projector, a 10"x 10" overload projector, a tape recorder and a movie screen.

The in-service program can be used to introduce rehabilitation content to teachers who work with various types of handicapped children. However, when twelve or more teachers working with any one type of exceptional child are available, it is more effective to work with each group separately.

The program is not planned exclusively for teachers of older handicapped children. Teachers of younger children should be urged to attend, as their vital function in the habilitation process is often neglected or misunderstood.

Session One - Building a Background for Understanding

A. Historical review (Special Education and Rehabilitation)

B. Present level of rehabilitation services

C. Basic definitions

D. A working philosophy of Habilitation

Session Two - Rehabilitation and Special Education in Action

A. The role of the counselor

B. The role of the teacher

C. Common responsibilities

D. The special educator on the rehabilitation team

Session Three - Rehabilitation Readiness through the Educational Continuum

A. Teaching constants

B. Curriculum content

C. Pre-vocational and Vocational Programs

D. Utilizing rehabilitation resources

This training program is made possible by Training Grant No. 483-T-65 from the Vocational Rehabilitation Administration, Department of Health, Education and Welfare.

23

The child study supervisors and special education co-ordinators who are co-operating in the in-service phase of the project have expressed an interest in having a resumé of the program to distribute to their teachers. The attached sheet has been prepared to meet this need.

Department of Special Education
Teachers College, Columbia University
New York City, New York

Experimental Teaching Project
"Rehabilitation Content in Special Education"

Dr. Connor	Dr. Goldberg	Dr. Younie
Co-Director	Co-Director	Coordinator

THE IN-SERVICE WORKSHOP

What is the Workshop? A series of short, carefully planned sessions given in your local school system with the assistance of state and local officials.

Why is it given? To bring experienced, creative teachers into contact with new developments in programming for the disabled developments which focus on the need for closer co-operation and communication between rehabilitation and special education.

Who may attend? Teachers of the older exceptional child selected on the basis of their interest and excellence. Teachers of younger handicapped children who show a particular interest in broadening their knowledge to include rehabilitation content may also attend.

What does it cost? No charge.

What will the Workshop content consist of? Carefully selected topics designed to help teachers prepare students for placement in the world of work. Topics include the following:

- Historical review (Special Education and Vocational Rehabilitation)
- Basic definitions and concepts
- A working philosophy of Habilitation
- Legal background of Vocational Rehabilitation
- Working with the Rehabilitation Counselor
- The teacher and the educational team
- Utilizing community resources for rehabilitation
- Teaching constants in Habilitation
- Planning the Habilitation curriculum
- Pre-vocational and Vocational Programs
- The future of Vocational Rehabilitation and Special Education

Complete the attached form and return it to the person specified.

We look forward to having you with us.

This schedule details the project's workshop activities. The attached schedules detail the January and February conferences.

PROJECT SCHEDULE
Spring - 1965

JANUARY	GROUP	TYPE OF MEETING	TIME
18	N.Y. Archdiocean Teachers	Workshop	3:30-5:30
20	Bergen County Teachers	Workshop	4:00-5:30
21- 22- 23-	N.Y. State Teachers	Weekend Conference at Greyston	4:30 Thurs. to 4:00 Saturday
25	N.Y. Archdiocean Teachers	Workshop (T.C.)	10 a.m. - 5 p.m.
27	Bergen County	Workshop	4:00-5:30
FEBRUARY			
1	Essex County Teachers	Workshop	1:30-3:30
3	Bergen County "	"	4:00-5:30
8	Essex County "	"	1:30-3:30
10	Bergen County "	"	4:00-5:30
11- 12- 13-	New York and New Jersey Teachers	Weekend Conference at Greyston	4:30 Thurs. to 4:00 Saturday
15	Essex County	Workshop	1:30-3:30
17	Bergen County	"	4:00-5:30
MARCH			
3	Bergen County	Workshop	4:00-5:30
8	Union County	"	2:30-4:30
10	Bergen County	"	4:00-5:30
15	Union County	"	2:30-4:30
17	Bergen County	"	4:00-5:30
22	Union County	"	2:30-4:30
24	B.O.C.E.S. # 2 - Westchester	"	3:30-5:00
29	Union County	"	2:30-4:30
APRIL			
1- 2- 3-	Connecticut and New England Teachers	Weekend Conference at Greyston	4:30 Thurs. to 4:00 Saturday
5	B.O.C.E.S. # 2	Workshop	3:30-5:00
*7	New York City C.R.M.D.	Workshop	4:00-5:30
12	B.O.C.E.S. # 2	"	3:30-5:00
*14	N.Y.C. C.R.M.D.	"	4:00-5:30
19	B.O.C.E.S. # 2	"	3:30-5:00
*21	N.Y.C. C.R.M.D.	"	4:00-5:30
*30-31	Rhode Island Teachers Weekend Conference	Weekend Conference (Providence, R.I.)	9a.m. Friday to 4 p.m. Saturday

* Tentative dates - all other arrangements made.

Department of Special Education
Teachers College, Columbia University
New York City, New York

Experimental Teaching Project
"Rehabilitation Content in Special Education"

Short Term Training Workshop
Greyston Conference Center
Riverdale, New York

JANUARY 21, 22, 23, 1965

PROGRAM

Thursday:

4:30-5:00 p.m.	Arrival and Registration	
5:00-5:30 p.m.	Welcome and Pre-Conference Evaluation	Professor W.J. Younie Main Conference Room
5:30-6:00 p.m.	Project Description and Conference Program	
6:00-6:30 p.m.	Introduction of Conference Participants, Staff and Guests	
6:30-8:00 p.m.	Dinner	Dining Room
8:00-9:00 p.m.	The Conference Theme - Introductory Commentary: Frances P. Connor, Chairman, Special Education Department, Teachers College, Columbia University I. Ignacy Goldberg, Professor, Special Education, Teachers College Miss Madeline Dalton, Assistant Director, Bureau C.R.M.D., New York City Charles McAllister, Deputy Director, N.Y. State Department of Mental Hygiene, Division of Mental Retardation "The History and Current Status of Vocational Rehabilitation Legislation and Services in the United States" Dr. Salvatore G. DiMichael, Regional Representative, Region II, Vocational Rehabilitation Administration	

Friday:

8:00-9:00 a.m.	Breakfast	Dining Room
9:30 a.m.	Vocabulary and Concepts in Vocational Rehabilitation	Professor W.J. Younie Main Conference Room

(Friday)

10:30-10:45	Coffee and	Living Room
10:45-12:00	The Philosophy of Vocational Rehabilitation	Dr. Herbert Rusalem Main Conference Room
12:30-1:30 p.m.	Lunch	Dining Room
1:30-3:00 p.m.	Habilitation and Rehabilitation in School Programs	Professor W.J. Younie Dr. Herbert Rusalem
3:00-3:30 p.m.	Coffee	Living Room
3:30-5:00 p.m.	The Teacher's Role in Vocational Rehabilitation	Professor W.J. Younie Theatre
6:30-7:30 p.m.	Dinner	Dining Room
7:30-9:00 p.m.	"The Vocational Rehabilitation Counseling Process as Expressed through Case Materials" Miss Marion Martin, Assistant Director, Vocational Rehabilitation, New York State Education Department Discussion: Dr. Herbert Rusalem, Professor W.J. Younie	Main Conference Room

Saturday

8:00-9:00 a.m.	Breakfast	Dining Room
9:30 a.m.	Rehabilitation Resources	Dr. Herbert Rusalem Main Conference Room
10:45-10:45	Coffee and	
10:45-12:00	Applying Rehabilitation Content to the Special Education Curriculum	Professor W.J. Younie Main Conference Room
12:30-1:30 p.m.	Lunch	
1:30-2:15 p.m.	Problem Clinic	Dr. Herbert Rusalem Professor W.J. Younie Main Conference Room
2:15-3:00 p.m.	Conference Evaluation	Professor W.J. Younie Main Conference Room

— This project is made possible by Training Grant No. 483-T-65 from the Vocational Rehabilitation Administration, Department of Health, Education and Welfare. Project co-ordinator, Professor W.J. Younie. Project consultant, Dr. Herbert Rusalem.

SHORT TERM TRAINING WORKSHOP
Greyston Conference Center
Riverdale, New York
February 11,12, 13, 1965

Department of Special Education
Teachers College, Columbia University
New York City, New York

Experimental Teaching Project
"Rehabilitation Content in
Special Education"

PROGRAM

Thursday

4:00-5:00 p.m.	Arrival and Registration	
5:00-5:45 p.m.	Welcome and Pre-Conference Evaluation	Professor W.J. Yo Main Conference R
5:45-6:15 p.m.	Project Description and Conference Program	
6:15-6:30 p.m.	Introduction of Conference Participants, Staff and Guests	
6:30-7:30 p.m.	Dinner	Dining Room
8:00-9:00 p.m.	The Conference Theme - Introductory Commentary and Problem Census	Professor Younie Main Conference R

Friday

8:00-9:00 a.m.	Breakfast	Dining Room
9:30 a.m.	Vocabulary and Concepts in Vocational Rehabilitation	Professor Younie Theatre
10:30-10:45 a.m.	Coffee	Living Room
10:45-12:00	The Philosophy of Vocational Rehabilitation	Professor Herbert Rusalem Main Conference R
12:30-1:30 p.m.	Lunch	Dining Room
1:30-3:00 p.m.	Habilitation and Rehabilitation in School Programs	Professor Younie Theatre
3:00-3:30 p.m.	Coffee	Living Room

Friday

3:30-5:00 p.m.	The Vocational Rehabilitation Counseling Process	Professor Rusalem Main Conference Ro
6:00-7:00 p.m.	Dinner	Dining Room
7:00-8:30 p.m.	"The Teacher's Role in Vocational Rehabilitation" The View of the Vocational Rehabilitation Counselor Miss Beatrice Holderman, Director New Jersey Rehabilitation Commission The View of A Co-ordinating Agency Dr. Joseph Fenton, Special Assistant New York State Governor's Council on Rehabilitation The View of the Special Educator Dr. I. Ignacy Goldberg Department of Special Education Teachers College, Columbia University	Main Conference Ro
8:30-9:30 p.m.	Small Group Discussions	Miss Holderman : Seminar Room Dr. Fenton : Library Dr. Goldberg : Parlor

Saturday

8:00-9:00 a.m.	Breakfast	Dining Room
9:00 a.m.	Development of Curriculum Materials	Professor Younie Main Conference R
10:30-10:45 a.m.	Coffee	
10:45-12:00	Development of Curriculum Materials	Professor Younie Professor Rusalem Main Conference R
12:00-1:00 p.m.	Lunch	Dining Room
1:15-2:15 p.m.	Problem Clinic	Professor Rusalem Professor Younie Main Conference R
2:15-3:00 p.m.	Conference Evaluation	Professor Younie Main Conference R

This project is made possible by Training Grant No. 483-T-65 from the Vocational Rehabilitation Administration, Department of Health, Education and Welfare. Project Co-ordinator, Professor W.J. Younie: Project Consultant, Professor

This brief description of the project has been used as an introductory material with school and rehabilitation personnel. It is used also as an introductory material with in-service and workshop participants.

---

*This project is made possible by [illegible] Rehabilitation Administration, Department of Health, [illegible]

Department of Special Education
Teachers College, Columbia University
New York City, New York

Experimental Teaching Project*
"Rehabilitation Content in Special Education"

To satisfy the apparent need for identifying and applying rehabilitation content in special education, the Special Education Department has initiated a research project in this area. The project is supported by a grant from the Vocational Rehabilitation Administration. The co-directors of the project are Dr. Frances P. Connor and Dr. I. Ignacy Goldberg. It is scheduled to run for three years.

Through the project, an attempt will be made to identify rehabilitation content which has specific meaning for special educators, to present this content in ways that are in keeping with the administrative and curriculum limitations of pre-service and in-service teacher education programs and to evaluate whether or not this content is assimilated by teachers and what changes it effects in their approaches to educating the handicapped.

Areas of concern include:

1. Knowledge of basic rehabilitation concepts and terminology that have specific reference to special education.
2. Understanding of the interralationships necessary between the teacher and other professionals on the rehabilitation team.
3. Developing techniques and materials to better prepare the exceptional child for formal vocational rehabilitation.

The identified rehabilitation content will be introduced through:

1. A section of the course "Introduction to Rehabilitation".
2. In-service courses in local school systems.
3. Short term workshops designed for those special educators unable to attend the college or in-service programs.

The several settings used will permit conclusions to be drawn regarding the relative effectiveness of each approach. These conclusions will be arrived at using several evaluation procedures. The major instrument used will be a rehabilitation opinionnaire which will be administered as a pre-test and post-test. Written evaluations of the free response type are also planned. An overall evaluation will be obtained by having selected participants meet in a one-day conference at the project's conclusion.

In addition to the project's teaching phase, plans have been formulated to produce materials which will be helpful to college teachers who are interested in including rehabilitation content in their specialized introductory courses.

For further information on this project, contact Dr. William J. Younie, project co-ordinator.

---

*This project is made possible by Training Grant No. 483-T-65 from the Vocational Rehabilitation Administration, Department of Health, Education and Welfare.

HARVARD GRADUATE SCHOOL OF EDUCATION
CENTER FOR RESEARCH & DEVELOPMENT
CAMBRIDGE, MASSACHUSETTS 02138

Dear

The Special Education Department of Teachers College, Columbia University, in conjunction with the Division of Vocational Rehabilitation, has instituted an experimental teaching project which will assist teachers in developing vocational readiness.

The students who are participating in this program represent many states. In order to make their learning experience more meaningful we are asking each student to become familiar with the laws, regulations and literature concerning his home area. So that students will have easy access to this information we are building a library of materials from special education and rehabilitation divisions throughout the United States.

Would you please send two copies of the laws, regulations, or descriptive literature which pertain to your program. Your co-operation in this matter is appreciated greatly.

Sincerely yours,

William J. Younie
Assistant Professor

WJY:pk